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A Periodical of School Administration

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for
Bulletin



February, 1961

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OUR COVER

This month's cover features Smithtown Central High School, Smithtown, N. Y., which is actually two school in one. For details, see page 26.

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the school scene

■ Latest figures show that local taxpayers approved **\$387,118,000 in bond issues** for school construction in the November 8 election. They voted down issues of \$69,319,000, about 15 per cent of the total.

In state-wide elections, voters approved \$65,000,000 in bond issues for higher education, primarily for college housing programs. The largest single such issue was \$47,500,000 in Oregon. The only loser in this category was in Kentucky, where a \$7,000,000 issue for the University of Louisville was turned down.

The heaviest concentration of local elections for school construction programs was in Ohio, where ninety-four issues totaling \$90,101,000 were approved, and seventeen totaling \$14,264,000 were rejected. However, Los Angeles topped Ohio and approved a \$128,300,000 issue for elementary and secondary schools, and another of \$24,700,000 for junior college construction.

■ The National Education Association announced that **enrollment in public elementary and secondary schools** in the current year has reached 37.2 million, an increase of 1.2 million over last year. The figures were released in a report, "Estimates of School Statistics, 1960-61," published by the NEA Research Division. Elementary school enrollment is up 32.9 per cent in the past 10 years and high school enrollment is up 76.6 per cent for an over-all increase of 44.4 per cent.

■ At the "Designs for Learning" conference held recently in Florida, 27 of America's top educators seemed in agreement that the nation's secondary schools must undergo dramatic changes in architecture, curriculum, and teaching techniques. J. Lloyd Trump, associate secretary of the National Association of Secondary School Principals, set a pattern for the discussions at the conference which was under the auspices of Ford Foundation's Educational Facilities Laboratories, Inc. He said today's schools "inhibit the development of creativity and inquiring minds through their rigid structure of time, place, and organizational patterns and especially their emphasis on uniformity."

■ For the sixth straight year, the U. S. Department of Agriculture reports an increase in the amount of milk being consumed by children through the operation of the Special Milk Program. Nearly 2.4 billion half pints of milk were moved into use by the program in addition to milk served with lunches under the National School Lunch Program, representing an increase of about 200 million half pints over the preceding year.

■ The United States Chamber of Commerce reports that **Americans spent more public tax money** last year on educating their grade and high school children than for anything else but national defense. Communities and states liberally poured \$15.5 billion into public school education during the 1959-60 school year, spending \$369 for each child which hit a new record.

During the past 30 years, school enrollments grew 42 per cent, but communities and states zoomed their annual education expenditures 571 per cent.

■ During the month of November school bond sales in the amount of **\$146,562,300** were reported. The largest sales were: California, \$19,289,000; Illinois, \$14,157,000; Kentucky, \$9,875,000; Michigan, \$10,430,000; New York, \$19,075,000; North Carolina, \$7,250,000; and Texas, \$6,604,000.



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NSBA Report

Delegates To Decide NSBA'S Role in National Education Scene

W. A. SHANNON

Executive Director
National School Boards Association

Do members of NSBA—thus far, primarily a service and information association—want it to participate more actively in the U. S. educational picture? That will be the most pertinent question brought up before the delegate assembly of NSBA at the annual convention in Philadelphia next May.

With both political parties committed to a strong educational program, financially and curriculumwise, many school board members are concerned about their responsibility for citizen control of education, a responsibility Americans have had for over 300 years.

Need for NSBA Stand

It is the belief of NSBA's President Roy O. Frantz that local school board members would like to know the association's stand on many of the looming national educational issues. At a recent meeting in Chicago of the NSBA program and activities advisory committee, Mr. Frantz affirmed, "We must have a national standpoint." The committee, in a two-day session, worked on a suggested agenda and recommendations for the Pre-Convention Delegate Workshop on May 2 and 3, 1961. The proposed agenda was submitted to the executive committee at its Tampa meeting on January 5-8 by Robert V. Harry, chairman of the PAA committee and NSBA director from Connecticut.

The hub of the proposed legislation is a resolution passed at the Denver meeting of the board of directors last October which reads: "The Board of Directors recommends to the Delegate Assembly that they consider whether the association expand its program to include action on the nation's educa-

tional issues as determined under policies established by the Delegate Assembly."

Should the assembly, composed of two delegates from each of the 52 states and territories, decide to implement this resolution it would release the "go-ahead" signal for the association to broaden its goals and policies to take a positive stand on the many questions inherent in the national education story.

Would Assume Percolator Function

Such action would not necessarily put NSBA into the federal lobbying corridor; rather it would enable NSBA to furnish guideposts to aid local boards and the states in deciding upon their own actions. The association's function might be somewhat like that of a percolator where the grass-roots thinking would be brought up to the national level and then distilled and returned back for interpretation and action by state associations of school boards and local boards of education.

With the convention date less than four months away, President Frantz, NSBA's officers, board of directors, executive committee, the headquarters staff and members of 11 committees have been intermeshing their activities more closely as the weeks are crossed on the preconvention calendar. Before the first general session at 10:30 a.m. on May 4 in the Trade and Convention Center of Philadelphia, a good deal of preliminary work will have been accomplished in the two workshops and 12 sectional meetings preceding the official opening of the convention.

Executive secretaries will hold their annual workshop on May 2 under the

leadership of Dr. Lawrence B. White, president of the group, who is preparing an agenda in co-operation with Dr. Harold V. Webb, associate executive director in charge of exhibits and field services for NSBA. The Delegate Assembly Workshop will begin with a briefing session from 7:30 to 9:30 p.m. on Tuesday, May 2, and continue throughout the day on May 3 with the first business meeting of the delegate assembly beginning at 7:30 p.m. on Wednesday, the 3rd.

U. S. Representative Judd to Give Keynote Address

Keynote speaker at the first general session will be the Hon. Walter H. Judd, representative of the fifth congressional district of Minnesota, who presented the keynote address at the recent Republican Nominating Convention in Chicago.

In addition to his distinguished political career, Dr. Judd is widely known as a surgeon and a former medical missionary. Working under the Congressional Foreign Mission Board, Dr. Judd spent 13 years in China. He returned to this country in 1938 and spent the next two years traveling throughout the U. S. lecturing on American foreign policy and interests in the Pacific. He has served as a member of the 78th to the present Congress and was U. S. delegate to the 12th General Assembly of the United Nations.

The roster of speakers is filled with nationally known authorities from various fields who will discuss the most important facets of public education in this country. Of particular interest to school board members will be the panel on "How Can We Reconcile National Educational Needs and Goals With Local Citizen Control of Education?" and another on "Is Local Citizen Control of Public Schools in America Obsolete?"

As of January 1, almost 70 exhibitors had already signed on the dotted line for space at the convention. "This year, the exhibit layout will provide maximum visitation by convention-goers as they move to and from meetings," Dr. Webb announced. Exhibits will open at 8 a.m. on Thursday, May 4.

Repeat Architectural Exhibit

For the second year NSBA will also have a School Building Architectural Exhibit where selected architects will display drawings and models of their recent work. This exhibit has been planned in co-operation with the school committee of the American Institute of Architects. The architects invited to display will be those whose plans were selected for the AASA exhibit by a special screening jury of schoolmen and architects.

VIP treatment is still available for those who register promptly, according to the executive director. Such advance registration enables the participant to pick up his name badge and convention materials at a special desk at the convention hall without waiting. ■

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Preview of the 1961 Regional Conventions of the AASA

Departing from its usual policy of one major convention, the American Association of School Administrators this year will hold three regional meetings dealing with the theme, "Education for the Challenges of Tomorrow."

The places and dates of the meetings are: San Francisco, Feb. 25-28; St. Louis, Mar. 11-14; and Philadelphia, Mar. 25-28.

Admiral Arleigh A. Burke, chief of U. S. naval operations since 1955, will be the principal speaker at the Philadelphia meeting. He will discuss frontiers of military science at the second general session. An analysis of the admiral's remarks to determine the implications for education will be made by Frederick M. Raubinger, state commissioner of education, Trenton, N. J.

Main speaker at the St. Louis convention will be Virgil M. Hancher, president of the State University of Iowa, whose general subject will be philosophy.

Heading the San Francisco convention speakers will be Dr. F. H. Sanford, chairman of the department of psychology at the University of Texas, who will speak on the latest developments in mental health.

Fifty groups sessions have been planned for each regional meeting. Subjects cover a broad range, from the year-round school to in-service programs for administrators, from electronic aids in teaching to what the public expects of the superintendent's wife.

A six-man architectural jury has selected plans for over 80 modern school plants to be exhibited at the regional meetings. Many of the plants allow for development of educational television, for use of teaching machines, and for other aids that might be introduced in the future.

At each of the AASA regional conventions, there will be a multi-million dollar education exhibit from which the superintendent may gather the latest information on almost everything from

nursery school and kindergarten level through high school and college. Exhibits will be open 33 hours during each of the regional conventions and will feature, among other things, the use of

electronics in teaching, experimental information on designing a school plant, the latest in new materials and equipment and new textbooks and other materials needed to strengthen instructional programs.

Nominees for president-elect of AASA for 1961-62, who will take office March 15, 1961, and succeed to the presidency on March 15, 1962, are Evert W. Ardis, director of the Bureau of Appointments and Occupational Information, University of Michigan, Ann Arbor; Alfred W. Beattie, superintendent, Allegheny County Schools, Pittsburgh, Pa.; and Irby B. Carruth, superintendent of schools, Austin, Tex., and currently vice-president of AASA.

Nominated for vice-president were Natt B. Burbank, superintendent of schools, Boulder, Col.; John W. Letson, superintendent of schools, Atlanta, Ga.; and Harold S. Vincent, superintendent of schools, Milwaukee, Wis. The executive committee member nominees are John B. Geissinger, superintendent of schools, Tenaflly, N. J.; Zeno B. Katterle, dean, School of Education, Washington State University, Pullman; and Oscar V. Rose, superintendent of schools, Midwest City, Okla.

The Shankland Scholarship Story

ROGER M. WARREN

Mr. Warren is secretary-treasurer of Associated Exhibitors, Longmeadow, Mass.

In 1947, with full recognition of industry's obligation to the education of our children, two officers of Associated Exhibitors of the NEA approached Dr. Worth McClure, then Executive Secretary of the American Association of School Administrators, with an offer to do something to help the profession of school administration in a tangible way.

This resulted in the birth of The Shankland Memorial Scholarship program in 1949, which has thus far provided incentive, honor and financial assistance to 22 deserving young men.

It was particularly appropriate that the scholarship plan be in memorial to Dr. S. D. Shankland, since his own personal contribution in the field of school administration was phenomenal. He was the first executive secretary of the AASA from 1921-46, and a bronze plaque in the AASA offices in Washington, D. C., attests to the fact that he was a wise counselor and loyal friend to the cause of education.

The qualifications for the scholarship are comprehensive and include such

things as scholarship, professional preparation and experience, personal philosophy of education and relation to our country, and evidence of a fixed determination to follow school administration as a life career.

An applicant must be recommended by his institution and submit letters from the dean, a faculty member and some other non-educator who has known and observed his service in the schools and in the community. In addition to the letters of endorsement, each candidate must fill out a complete application. The most significant part of this requirement is a paragraph headed "Your Declaration of Faith," which covers the following points:

1. An account of how he came to be interested in school administration, what he conceives the job of a school superintendent to be, what aspects of it chiefly appeal to him, what type of contribution he would like to make in this field, the particular kind of further training and experience which he believes most essential to his best

(Concluded on page 10)

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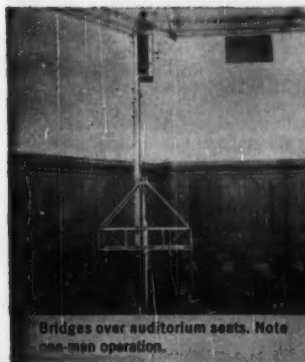
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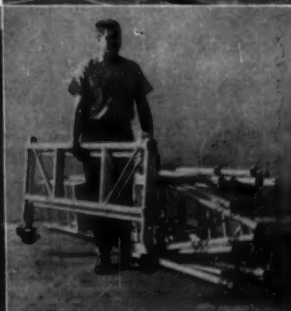
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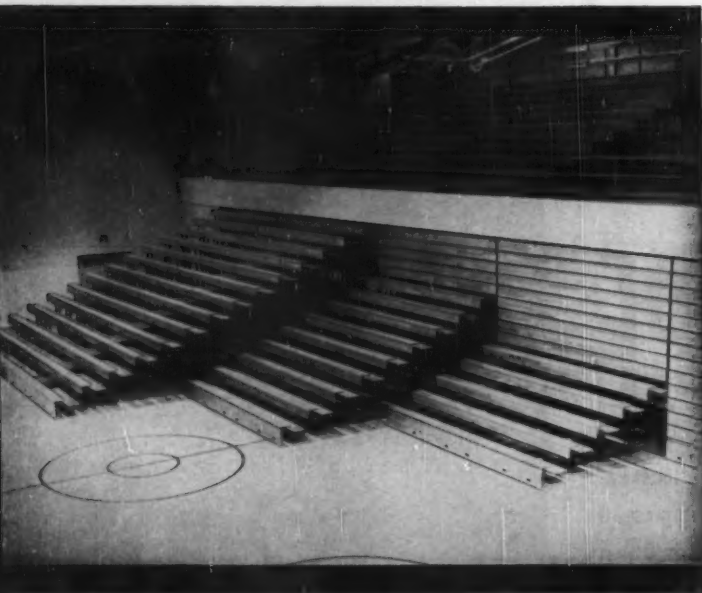
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**WRITE FOR
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162U**

SHANKLAND SCHOLARSHIP

(Concluded from page 8)

performance, and how he would apply a Shankland Scholarship toward achieving his professional purposes.

2. A succinct statement of an administrative policy he has already encountered, the story of how he met it, and what, on reflection, he wished he had done about it. If the candidate has had no administrative experience, he must select a problem in the field of class room teaching or of student activities or control. A paragraph or two about specific training and experience which may stamp him as an individual, different from other candidates.

The material is submitted to a scholarship committee composed of three members who work independently to evaluate and rate the candidates. Their ratings are then presented to Dr. Finis E. Engleman, executive secretary of AASA, and a final selection of two outstanding candidates is made.

The winners of the scholarships to date are: Rayburn J. Fisher, 1949; Norman J. Boyan, 1950; John H. Fisher, 1951; Theos I. Anderson, 1952; N. D. Myers and J. Roland Ingraham, Jr., 1953; Eugene T. Maleska and John P. Reynolds, 1954; Lloyd McCleary and Robert Stanton, 1955; Maxwell L. Rafferty, Jr., and Marshall K. Berner, 1956; Byron F. Evans and Carl M. Hammer, 1957; Lillard E. Law and Nolan Estes, 1958; Roger C. Seager and Fred W. Bewley, 1959; E. Maylon Drake and Gregory C. Coffin, 1960; Walter J. Ziegler and Stanley C. Campbell, 1961.

Recent correspondence with these men discloses that this investment of \$22,000 by members of Associated Exhibitors has done two very important things. First, it has provided financial assistance at just the right moment. Second, it has given inspiring recognition of outstanding ability at a time when such recognition provided the incentive to continue in what sometimes looked like a hopeless endeavor.

Quotations from letters from a few Scholarship winners tell their story in complete sincerity:

"The Shankland Scholarship came to me as a great morale booster. . . ."

"No one who had received the incentive of the Shankland Award would think twice about going ahead with graduate study. When the going was rough, I thought many times of the confidence placed in me by the Selection Committee, and I found new determination to complete the class. . . ."

"But considerably more than currency is involved in the ASSOCIATED EXHIBITORS Award. To be designated as a Shankland Scholar, is to receive from one's profession a distinction worth far more than the dollars that go with it. Beyond giving him something to live on, the Shankland Scholarship gives a man something to live up to. . . ."

These letters and many more give full testimony to the value of the Shankland Scholarships. The gratitude expressed by the recipients certainly is evidence that the Associated Exhibitors project has succeeded. ■

E. C. HUNTER, ASSOC. SUPERINTENDENT, BAKERSFIELD CITY SCHOOL DISTRICT.



Bakersfield, California, finds Royal
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An educational researcher discusses the forthcoming era of automated teaching and the problems it will bring to school administrators concerning the role of the teacher, the supervision of students, and the standards of promotion and graduation.

Administering the Automated School

GERALD T. KOWITZ

Mr. Kowitz is co-ordinator of experimental programs in the research division of the New York State Education Department in Albany.

Under the pressures of rising operating costs and public suspicion and criticism, school men have been seeking something new, preferably something that is spectacular both in operation and in effect. At the moment automated teaching seems most likely to meet their needs. The sudden attention given to automatic devices for the classroom is remarkable since the first patent for a teaching machine was given in 1866.¹ Even if we allow the traditional fifty-year lag from development to implementation, the introduction of automated teaching is overdue.

While there has been no thorough field demonstration of teaching machines, no reason exists to doubt that it could be done since the principles of programming are quite compatible with current educational theory. The greatest obstacles lie in devising operational systems for the school which will incorporate the devices and allow the school to capitalize upon the full range of their potential.

Views on the automated classroom differ. At one extreme are those who see the machine as a device that

makes the teacher, the classroom and even the school district quite obsolete. In their opinion, the teacher will be replaced by a team composed of mechanical and electronic equipment, technicians to care for the machinery and a programmer who would be a specialist in curriculum content. The last person would be the only member of the team who would need professional training in education. With additional help from television and with network arrangements, a few of these experts could go a long way, thus minimizing the need for a local organization.

Opposing this view are those dedicated to the art of teaching. While even they do not deny that there are some things that can be learned by using a mechanical gadget, those things which are best learned by rote anyway, they do not equate this with education. For them, education is essentially a humanistic and a humanizing process. The acquisition of content is not an end in itself but only a means to a greater end; towards the liberation of the human spirit. To achieve this, a trained teacher, a human and humane person, is needed.

¹U. S. Patent No. 52758 granted to Halcyon Skinner on February 20, 1866.

An intermediate position accepts the learning of content as a legitimate goal of the school. By using the machines to accomplish this goal, the teacher is freed to apply his professional skill to nonroutine activities. Too often, what the teacher will do with his time is not detailed. Instead, broad statements are given such as, "What good teachers have always done." If the machines can indeed provide the teacher with more time, the use of this time must be planned carefully. Otherwise, the administrator's fear of intangibles and his desire to demonstrate fiscal efficiency will undoubtedly absorb much of the time, which the machines released to the teacher, with routine duties and assigned paper work. To use professional time in this way would be to minimize the possible gains from the automated classroom.

Since hardly anyone attempts to deny that children can learn some of the things that are now a standard part of the curriculum from machines, it seems rather certain that to some extent the classrooms of the near future will be automated. In what fashion and to what extent will depend upon the answers to a number of questions.

To date the development of teaching machines has occurred mostly in laboratories and has been concerned with the details of learning theory. This research cannot answer the questions which arise from the nature of the school as an educational institution.

Responsibility

Obviously, technicians will be needed to service and operate the equipment. Beyond this someone must be responsible for developing programs, for designing pupil-machine systems, for evaluating the results and establishing self-correcting feedback systems. Since similar problems have been faced in business and

industry by the consulting psychologist, one result of the automated school will be the recasting of the role of the school psychologist. Instead of a clinician whose practice happens to exist within the school district, he will have an increasing role in applying the principles of learning theory, personnel management and human factors systems to the school.

In addition to problems of a technical, psychological nature are those concerned with teaching and with school administration.

Problems in Teaching

Regardless of how the role of the teacher is changed by the automated classroom, some aspects of his traditional job will continue to exist. Even where his domain is not directly in-

volved, it will be influenced by the use of machines elsewhere in the school.

Content: What can be taught by machines? This question will eventually be answered by exploring the limits of the machines. Long before that time, operational decisions must be made on where the machines will be used first. In part, problems of programming may make the decision. Since some subjects are apparently easier to program than others, there will probably be an unfortunate rush into areas that seem to be easy to program such as arithmetic, spelling and science. In addition to the production of a large number of inadequate programs which will do more harm than good, a pressing professional problem is emerging from the rush.



U. S. Office of Education

questions for the
administrator
of the
automated school

1

Personnel
*With scheduling altered
for machine time, how
will the job of the
teacher, teaching aide,
etc., be re-evaluated?*

The traditional divisions of subject matter reflect a distinct theory of knowledge. This theory, firmly rooted in the teacher-classroom concept, assumes that teaching is concerned with presenting small discrete lesson units and that it is the responsibility of the learner to assemble the lessons into fields and to relate the fields so they form meaningful patterns of knowledge. The mechanized approach to teaching recommends a re-evaluation of traditional divisions and may require alterations of the process of assembly. The present reorganizations in the teaching of arithmetic and mathematics may be only a weak shadow of the coming changes in curriculum. Rather than being only a matter of rearranging the details of the teaching sequence, the changes will alter the basic theory of curriculum.

Another facet of this problem is seen in the parallel between the need for programs and the need for textbooks. While there are many benefits from mass production, a standardization is inherent which can deny the need to adapt to local conditions. There can be but little doubt that a rapid, uncritical adoption of automated methods would be the last step down the road towards a national curriculum. While good teachers have always been able to rise above textbooks, the relation of the teacher to the machine is not the same as that of the teacher to the textbook. Selective use of textbook passages can improve it; editing an established program damages it.

Readiness: Although the phenomena of readiness is not well understood, it continually appears as a limiting fact in the educative process. Obviously, the child must be taught to use the machine before he can profit from programmed instruction. In addition to learning to manipulate the gadget, a task whose importance can be easily underestimated, a more

subtle problem of human relations must be recognized. When the young child begins school, his entire security system and his identification of authority are involved. Since the machine is always correct and the student must experience continuing success, the child could easily come to prefer working with the machine to working with other human beings. The result of a child growing up to accept the machine as a superior authority is, at best, a clammy one. Yet, it is known that even without programming for insured success, a child may transfer his emotional attachments from people to objects.²

It is not an uncommon problem in the upper elementary school for a child to retreat from reality into the world of books.³ Fortunately, he cannot be wholly absorbed in books and after a brief, albeit a bright moment, he is forced back to reality by the lack of materials. The teaching machine will provide both a greater scope for escape and much greater depth since it allows him to escape into learning, not just fiction. And materials are developing at least as fast on the college level as in the elementary and secondary schools. Furthermore, the machine booth may well develop as the only place in which some children experience success. Inevitably, it would become a world in which the child is an acceptable person, at least to himself. Only a small step would then be needed for it to become an end in itself instead of a means to an end.

Evaluation: When first examining programmed materials, many ask, "How does this differ from a test?" There are many similarities but they are more in terms of format than content.

²Bettelheim, Bruno, "Joey: A Mechanical Boy," *Scientific American*, 1959, 200, 117-127.

³Kowitz, G. T., and Kowitz, N. G., *Guidance in the Elementary Classroom* (New York: McGraw Hill, 1959).

While it has been proposed that with the machines testing will be at least unnecessary if not actually inappropriate, there remains the problem of evaluating pupil learning. Few teachers have ever been totally satisfied with the results of multiple-choice, general achievement tests. A test of learning based upon recognition is less rigorous than one based upon recall. Expert teachers want to go even beyond recall to measure the ability of the student to use his acquired knowledge in the analysis of unique problems and in the synthesis of creative solutions.

Another direction can be seen in the recent attempts to use pupil achievement data in assessing school operations.⁴ The more precise measure of what facts have been learned, together with the additional information on the rate of learning, should increase the validity of estimates of school quality.

Remedial Action: It is probably safe to say that no program has ever been made operational without extensive troubleshooting. We must expect some "bugs" in the development of the learning machine. When these unfortunate malfunctionings occur, not only will the machine and the program need to be overhauled, but the student, too, will require a corrective program. Undoubtedly, great teaching skill will probably be needed and on an individual basis.

Not unrelated to learning problems that develop in school are those that come to school with the pupil. Again, there will be a need to either replace mechanical instruction or supplement it with special remedial work.

For some time it has been recognized that many learning problems have strong, emotionally involved overtones. While it may be possible

⁴Firman, William D., et al. *School Quality Evaluation* (New York: State Education Department, 1960) (in press). Goodman, Samuel, *The Assessment of School Quality* (New York: State Education Department, 1959).

2

Supervision
With the student's activities directed by the teaching machine, who will be responsible for his guardianship?

3

Promotion
With standards for graduation affected, what new unit will be devised to account for achievement in terms of quality, etc.?

to develop special programs for certain syndromes, learning is not the only problem. For the maladjusted child, using the machine to escape from his problem-fraught world may be a greater problem than those arising from postponing learning. In fact, the automated classroom makes it feasible to postpone instruction until the most opportune moment for an individual without penalizing either the teacher or the rest of the class.

Beyond a doubt, the introduction of machines will force a more intensive study of pupil differences; it will no longer be enough just to talk about individual differences. Careful plans will be needed to match the program to the needs of the pupil. The machine can only follow its program, it can neither decide nor alter the learning experiences presented to the pupil. Because of this, pupil assignment becomes an imperative task and one of profound importance.

Implicit in the proper use of electronic and mechanical tutoring devices is the assumption that educational diagnostics will develop from a level of broad generalizations to a point where they are sufficiently poignant that they can be the basis for remedial action.

Administrative Aspects

In addition to the problems which will involve the teacher and the teaching activity directly, there are a number of questions that must be asked concerning the administration of a school which is to make effective use of mechanical and electronic teaching devices.

Perhaps the most persistent claim for the teaching machine is that it allows each child to learn at his own rate. Although there is no conclusive evidence that this problem has either the magnitude or the intensity commonly ascribed to it, it is the framework for the most appealing support given to the use of machines. Of course, if the educative process can indeed be augmented by the simple technique of properly pacing instruction it ought to be encouraged. However, most of the speculations on this possibility rest upon rather superficial analyses of acquisition curves which are now believed to be the result of confounded experimental designs rather than a reality of the learning process.⁵

⁵Estes, W. K., "Learning Theory and the New Mental Chemistry," *Psychological Review*, 1960, 67, 207-223.

The administrative confusion that would result if each child actually did move through the curricular sequence at a different rate would completely demolish the school as an operating system. Certainly traditional concepts such as grades, tracks and annual promotion would no longer be functional. Movement of pupils between teachers for specialized topics could become a nightmare, especially if the concept of primary mental abilities can be fused with the idea of individual rates of learning. Picture for a moment the frustrations of scheduling in a school where each child is operating on a different level in every subject and where each child completes every lesson sequence on a different schedule. For administrative purposes some sort of grouping in the school is probably inevitable. Since age and physical maturity are two major determiners of the status of the child in our culture, we can expect that they will continue to be used in some way.

Personnel: While scheduling for machine time will be difficult, the impact of these devices upon the role of the teacher and the administrator can hardly be assessed at this time. Of course, in some fields such as physical education and music, the job of the teacher will remain relatively unchanged. However, even here as a result of automation elsewhere in the school, the role of the teacher may be changed.

The automated classroom is likely to provide the ideal role for the teacher aide. There will be a need for a corps of persons, well trained in human relations, to set the desired pupil-machine systems into operation. It would be unfortunate and inefficient to use skilled teachers for such routine duties. A number of aides could be co-ordinated by a teacher whose job is to originate the pupil-machine system, to evaluate the results and to plan future work for the pupil, both on machines and under human teachers.

Obviously, the roles of programmer and technician will also be assigned status in the school hierarchy. The correspondence between the status as assigned by the staff to the several positions and the status assigned by the students and by the community will be interesting.

Supervising Students: Even though the student's attention will theoretic-

cally be engrossed by the machine and his activities directed by it, the school will retain a legal responsibility for the student. Because of this, there will be questions of liability which could result in the unfortunate relegation of the teacher to the status of legal babysitter. Perhaps the supervision of students while they work with the machines will be the problem which forces a realistic approach to the school's liability for the safety and protection of the child. The solution may lie in a legal code on the order of Workmen's Compensation.

While many claims are made for the ability of the machine to retain the child's attention, it is likely that even in a totally automated situation, after a time the human child would revert to his natural habits. In exploring and in testing observed limits he can employ devilish ingenuity with destructive results. Someone must be responsible for protecting the educational facilities from the student.

Promotion and Graduation: Perhaps one of the more interesting problems in school administration arising from automation in the classroom relates to the standards for promotion and graduation. While the Carnegie unit has been criticized often and severely, the machine would seem to be its tombstone. With automated instruction freeing the student from clock-bound instruction, a new unit must be devised to allow accounting of educational achievement in terms of quantity, scope and quality.

The machines do not have the power to make all children equally ready for a university education. For the student's well-being and for the good of his culture, there must be at some time a sorting of skills, interests and abilities. While the points at which this can be done validly may be a matter of empirical determination, the actual operation will be a function of the administration.

Similarly, parents will continue to want some sort of report on the progress and the educational status of their child. As the teacher has less contact with the student, he becomes less qualified to judge him. While the collation of machine records could provide a better base for reporting than is now available, the need for

(Concluded on page 49)

How Boardmen Can Evaluate the Curriculum

JAMES B. JACKSON

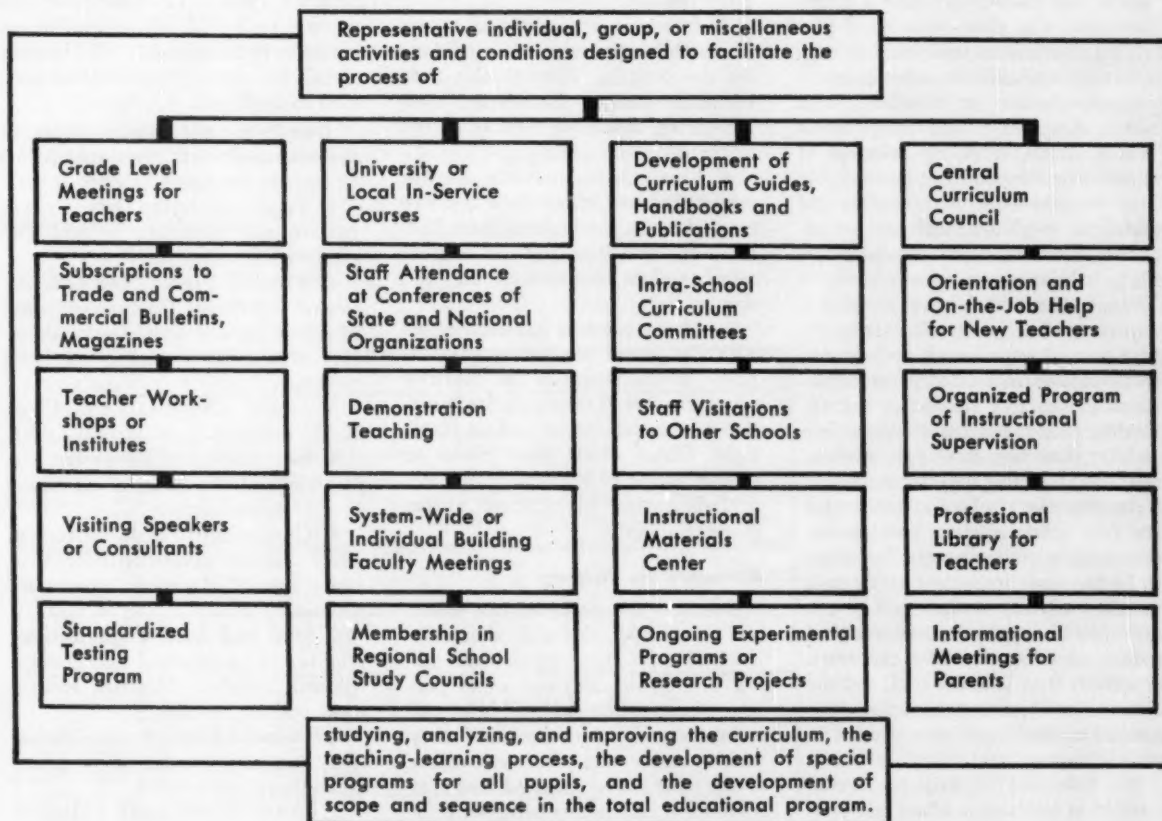
Mr. Jackson is supervising principal of Union Free School District No. 2 in Scarsdale, New York.

The most important responsibility of a board of education is to promote the best possible educational program for the schools of the district. To do this, the board must provide funds, facilities, and personnel, and it must help formulate with the superintendent educational policies designed to facilitate the development of the best possible school curriculum. It is much more difficult to appraise the curriculum of the schools than to make judgments about budgets, buildings, financial matters and personnel.

How, then, can a board, or a board member, make any judgment about what is being done in the school system to improve the educational program? While the board, and even educational experts, may find it difficult to evaluate school quality, it is

possible to make some tentative judgments about what is being done to improve the curriculum in your school system. The board member can look at what, if any, machinery has been set up to facilitate curriculum improvement. Is there a plan or design evident? Many school systems have a planned approach to improvement. One of the commonest of these has been termed the "broken-front" approach: in this approach, individual schools may work on problems of greatest concern to their staffs, often working on several at once. Most school systems plan also for district-wide activities, often encompassing all levels of the school system, to develop sequential learnings in key subject areas from one level to the next.

In judging what your school system is doing to improve or evaluate the educational program, the accompanying chart may be of help. It should be borne in mind that while the presence or absence of activities listed on the chart may not connote quality, it may furnish some leads as to the amount of professional staff involvement, and the "climate" for studying and improving the learning situation. The chart summarizes certain kinds of activities and conditions which might be considered the "how" of curriculum improvement — the machinery for studying, evaluating, and changing the curriculum — and the opportunities and conditions your board might provide for your staff in its attempt to keep abreast of modern educational trends. ■



A detailed survey on how to select a superintendent — viewed by many as the most important function of the board — with guides on analyzing credentials, interviewing the applicants, etc. . . .

When You Select a School Administrator

M. DALE BAUGHMAN

Dr. Baughman is head of administrative placement and assistant professor of school administration in the College of Education at the University of Illinois, Urbana.

Selection is an art, ladies and gentlemen, when a board of education knows how to inspect, project, protect, inject, eject and reject. In the process of selecting a school administrator, most boards *inspect* or examine many sets of credentials. When they attempt to describe the kind of person they want for their administrator, they are forced to think first of the task to be performed; in this manner they tend to *project* the educational program. An assumption is made that all boards desire a superintendent who shows promise of providing educational leadership of such a nature as to develop superior learning experiences for children. In a sense then, they indirectly *protect* school youth. With the selection of a new school executive it is inevitable that fresh ideas, new viewpoints and different emphases will be added. Thus, in the selection process something is *injected* and something else is *ejected*. The school board seeking a superintendent must necessarily *reject* certain experiences and certain qualifications in a number of candidates in selecting the man most desirable. It is the intent of this article to offer some help in the processes of selecting, rejecting and inspecting.

In selecting a school administrator for your school system, you are undertaking what is thought by many to be the most important single task faced by a board of education. If you are able to employ a well-qualified school administrator who can work effectively with you, the staff, and the community, you can be reasonably assured of significant improvement in your schools.

The following five steps are recommended in selecting a school adminis-

trator. Later, each of the first four steps will be expanded to describe details of utilization:

1. Announce the vacancy to members of your local staff, appropriate college and university placement offices and commercial agencies (if it seems necessary).
2. Analyze credentials as an aid in rough screening of applicants. The purpose is to reduce the number of applicants to whatever number the board wishes to interview, possibly 5-10 persons.
3. Interview applicants as an aid in further screening of candidates for the position. Through this technique, the number of applicants being considered should be reduced to two or three.
4. Visit the applicants in the school districts where they are now employed. On the basis of these findings, the board should be able to select the best applicant for the position.
5. After a contract has been signed with the person selected as administrator, the secretary of the board of education should release this information to the staff, press, and all placement offices which were asked to submit names of applicants. All credentials should be returned to the placement offices.

Announce the Vacancy

Describe the position, the school and community, desirable characteristics of applicants, approximate salary to be paid, and any other pertinent information that will help staff members and others decide if they wish to apply and placement offices decide whom to recommend. Ask that credentials and letters of application

be submitted to the secretary of the board of education. The placement "credential" is a collection of confidential papers concerning a given individual. The statements contained therein are submitted by the individual and by selected persons who are familiar with the registrant's professional potentialities and accomplishments. In making the job description and defining the task it is expected that you will (1) define the candidate's role in accomplishing the school's goal, (2) describe the uniqueness of the administrative position to be filled and (3) list in some detail the expectations for the position to be filled.

Describing the characteristics of the school district. Suggested points to include are listed below:

1. **Pupil Population Data:** Growth pattern and potential; present and predicted enrollment.
2. **Physical Plant:** New and renovated buildings; location of board of education and central administration staff offices; success of bond referenda.
3. **Grade Organizational Plan:** K-12; 6-6; 6-3-3; 6-2-8; 6-4-4; etc.
4. **Educational Philosophy:** A statement of the goals of education in your school system.
5. **Curriculum:** State courses of study; locally developed courses of study; special education; supervisory services.
6. **Staff and Staff Organization:** Number of professional and nonprofessional members; degrees; recruitment policies; tenure.
7. **Financial Data:** Assessed valuation; tax rate; source of revenue; expenditure per pupil.
8. **Other Significant Policies:**

Board-administrator relationships; administrative handbooks; class size; school-community relations; parent-teacher relations; in-service education.

Describing the characteristics of the community. Suggested descriptive aspects of the community appear below:

1. **Location:** State, section of the state and proximity to other cities.

2. **Residential Make-Up:** Educational level; occupations and income of residents; nature of residences; expected population growth.

3. **Transportation:** Bus, train and plane service; highways.

4. **Cultural and Recreational Opportunities:** Opportunities for higher

the rating process the qualities which it wishes to find in the superintendent to be selected. An analysis of the credentials will usually provide the data needed in making the rating.

A rating chart such as the one shown below may be used to rate the candidates on each of nine qualities. The board may wish to use other qualities and/or delete some of those included here. If information pertinent to any given quality is not available in the credentials, leave the space blank. A suggested method is to use a three-point scale for rating applicants on each of the qualities: 1 — Superior; 2 — Average; 3 — Less satisfactory. Write the number in the appropriate blank.

rating sheet is merely to aid in rough screening of the credentials in order to determine which candidates are to receive further consideration. Immediately following the chart is a definition of the terms used therein.

Definitions of terms used in the Rating Chart for Credentials (To be defined and accepted by the board of education)

1. **Age:** (a) Years considered best for position (for example, 36-45); (b) Somewhat younger (for example, 35 years or less); (c) Somewhat older (for example, 46 years or more)

2. **Training at a Reputable College or University With Emphasis**

| NAME OF APPLICANT | QUALITIES | | | | | | | | | | | |
|-------------------|----------------------|-----------------------------|---------------------|-----------------------------|-------------------------------|-------------------------------------|----------------------|-------------------------|----------------------|----------------------------|--------------------|------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| | Relations with board | Delegating responsibilities | Selecting employees | Improving work of employees | Improving educational program | Evaluating effectiveness of schools | Overcoming obstacles | Working with lay groups | Informing the public | Community responsibilities | General appearance | Expressing ideas |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |

education; libraries and theaters; sports events.

5. **Churches:** Number and kinds.

6. **Industrial Development:** Nature of planning; number of industries; growth prospects.

Analyze the Credentials

In the rough screening of candidates it is inevitable that some kind of rating will be necessary. The board is advised to discuss prior to

No attempt should be made to average all of the ratings for a given candidate with a view of comparing average ratings for all candidates. It is likely that some qualities are more significant than others; an average rating would nullify such differences. Final selection of the "best" applicants on the basis of credentials should be made by studying the composite of the ratings of all qualities. Keep in mind that the purpose of the

on School Administration and Reasonably Good Grades: (a) Doctorate degree; (b) Master's degree and approximately one year of work (equivalent) beyond; (c) Master's degree, but not more than one or two courses beyond the master's.

3. **Experience (Type of Present Position):** (Change these descriptions in relation to position to be filled; it may be that your district is not large enough or it does not seem necessary that candidates have had previous experience as a superintendent or principal) (a) Superintendent of schools involving elementary, high school and adult programs; (b) Superintendent of elementary schools or of a high school (directly responsible to a board of education); (c) Principal of an elementary or secondary school.

4. **Experience (Size of Present Position):** (a) Population of city or district (for example, 15,000 or above); (b) Population of city or district (for example, 7500-14,999); (c) Population of city or district (for example, 7499 or less)

(Continued on page 46)

| NAME OF APPLICANT | QUALITIES | | | | | | | | |
|-------------------|-----------|----------|-------------------|-------------------|-------------------------|--------------------|--------------------|-------------------------|---------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | Age | Training | Experience (Type) | Experience (Size) | Experience (Similarity) | Professional Goals | Personal Interests | Confidential Statements | Physical Appearance |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |

On Presenting the School Budget

CHARLES BRACKEN

Mr. Bracken is an assistant professor in the department of education at Kansas State University, Manhattan, Kans.

Mr. Bracken gives us the benefit of his studies on ways to improve the budget message, an important technique for presenting and interpreting the public school budget to the community.

Numerous studies of the public school budget have been conducted which have been markedly consistent in treating the form, format, and content of the document itself. As a part of the budgetary process, however, practices of presentation and interpretation have received much less attention.

As early as 1930, Harley Leist Lutz, in his book *Public Finance* attested to the failure to develop adequate techniques of presenting and interpreting the public school budget to the people. And as recently as 1954, Calvin Grieder and William E. Rosenstengel made it clear that relatively little improvement in budget messages had yet occurred.

Need Is Evident

The need for effective public school budget presentation and interpretation practices has never been more evident than it is today. Increasing enrollments and their accompanying costs, competition for tax dollars to support other functions of government, and public opposition to increased taxation are evidences that, if the youth of America are to be adequately educated, a continued increase in the public school budget will be necessary; therefore, techniques of presenting and interpreting the public school budget to boards of education and the public must be improved.

The use of a budget message is one technique for presenting and interpreting the public school budget to the community. A. E. Buck, in *Public Budgeting*, states that such a message, consisting of the explanatory and interpretative material given by school authorities making the budget to one or more boards who approve it and to the public, is

a means of breaking away from the technical language of the accountant and the statistician and of stating the budget plan in the everyday language of the people.

Other authorities believe that the very acceptance of the budget may even depend upon the adequacy of the budget message.

Investigating Status

To ascertain existing practices relative to the preparation and presentation of public school budget messages in the United States, questionnaires were mailed to superintendents of 300 cities of 10,000 or more population during October, 1959. The cities were selected by the random sample method after compiled lists of 997 cities were placed in their recognized regional areas according to a standardization of distribution of public school population.

We shall discuss in some detail only those items which dealt with the budget message content in the 156 usable replies (52 per cent) received from superintendents. However, a significant finding which underlies all of the others reported in the study is that a large majority (91.9 per cent) of those participating believe a formal budget message is desirable.

It would be difficult to say exactly what should be presented in the budget message as the important points which the message should stress depend to a considerable extent upon local conditions. However, it is generally agreed by authorities in both school finance and general government finance that a budget message should provide reviewing bodies and the public with statements of: (1) financial conditions at the close of the fiscal year; (2) policies upon which budget items are based,



and the probable effect on the financial situation if any change in policy is contemplated; (3) the proposed program which is to be undertaken during the next fiscal year; (4) the proposed expenditure needs to carry out the program; and (5) the reasons for budget increases or decreases.

In addition to the items mentioned above the writers suggest that the budget message should: (1) explain the values to the community of a good educational system, and (2) point out characteristics of other good school systems. These two items are logically related to the preceding items in establishing a background against which local school development can be projected and interpreted.

Theory and Practice Differ

As has been shown, budget authorities advocate that statements of the educational policies of the board of education be included in the budget message. However, only 29.6 per cent of the responding officials indicated that such statements are included in their budget messages. Furthermore, 17.6 per cent said that they do not show in the budget message the probable financial effect of any contemplated changes in educational policies.

Policy making is a major function of the board of education. Since board policies ultimately determine many items in the budget, it would be a serious omission to leave out statements of educational policy on which the very budget items are based. Yet, more than 70 per cent of the administrators say that they omit such statements.

Work Program Important

The educational program, or work program, is an important part of the budget. It serves as a basis for the expenditures and financing programs and reflects the educational policies of the school district. Since this part of the budget is so intimately related with both the present and the long range educational plans of the school district, it is little short of astonishing that almost 40 per cent of the responding officials say that they do not include statements of the educational program in their budget messages.

The budget message is a means by which school administrators can describe the benefits that they hope will accrue to the community from the proposed educational program. Both the social and the economic values and the values for the individual citizen that education holds for the community would seem to be of such importance that no school

official would fail to include statements of these values in his budget message. Yet when asked whether the budget message points out the value to the community of a good educational system, only 61.8 per cent of those superintendents who answered indicated that such statements of educational values are included in their budget messages. Further, less than one third reported the inclusion of characteristics of other school systems in their budget messages.

The budget message also provides school administrators with a means of educating the community by permitting a comparison of the local schools with other good school systems. Such comparisons can serve to acquaint the local community with the strengths and weaknesses of their own school system and to point to possible improvements. Such comparisons would seem to be of sufficient importance to warrant their inclusion in the budget message. Fewer than one third of the budget messages studied, however, included such statements.

According to budget authorities cited above, a statement of the financial condition of the district, explanation of this condition, and reasons for budget increases and decreases should be included in the budget message.

Finance Statements Essential

It is evident in the budget messages studied that school officials regard statements of the financial, especially the expenditures plan, as being of greater importance than statements of educational plans, characteristics of a good school system, or educational policies of the board of education. For example, all but a few of the administrators responding (83.3 per cent) stated that they do include in their budget messages statements about the financial condition of the district, and almost three fourths show the reasons for budget increases or decreases. In contrast, however, budget message items dealing with educational policy were included in but 29.6 per cent of the budget messages, and characteristics of good schools in but 33.1 per cent. Although more than half of the budget messages studied do contain statements of the educational program and the value of a good educational system to the community, the frequency of such responses—61.2 per cent and 61.8 per cent, respectively—is much less than for those concerning finances.

Additional data supporting the conclusion that school officials regard statements of the expenditures plan

as being of greater importance than statements of the educational plans were given in response to the following question included in the questionnaire, "Estimate the percentage of the budget message given to each of the three parts of the budget." Responding superintendents estimated that they devote a greater proportion of the budget message to the expenditures plan (Median 50 per cent) than they do the educational plan (Median 15-20 per cent) or the finance plan (Median 25 per cent) of the budget.

In spite of the fact that authorities in school finance have emphasized that the educational or work plan is a most important part of the budget, and in spite of the fact that on the questionnaire the item, "explanation and justification of educational needs," was mentioned by school officials more often than any other as being a desirable characteristic of the content aspect of the budget message, it is quite apparent that current budget message practice lags far behind budget message theory in this respect.

Recommendation Cited

The budget message is a medium through which every item in the public school budget can be justified and explained. Careful attention to the content of the message will present school administrators with a means of relating each budget item logically to the educational plan of the community and show educational benefits and services not only to the youth of the community, but also to the community itself.

An attempt to "close the gap" between the content aspect of budget message theory and current budget message practice suggests that principles be established upon which school officials can build their budget messages. Accordingly, the authors recommend that the content of the budget message should not only include the eight items previously cited, but also should be based upon the following principles:

1. A good budget message reflects a clearly defined philosophy of education.
2. A good budget message reveals the educational objectives of the community and the policies which are designed to achieve those objectives.
3. A good budget message identifies those educational needs of the community which the finance and expenditures plans are designed to meet.
4. A good budget message makes clear the relationship of each principle above to the remaining principles.

Concepts for the Mo

The School Plant

Three modern concepts considered especially suited to the design of forward-looking high schools are featured in this month's SPECIAL REPORT on school construction. One idea interprets utilization of big school resources while providing small school relationships. The second concept illustrates the use of controlled environment with heat and light regulated for ideal study conditions. Finally, the third idea exemplifies how junior and senior high schools may remain separate and distinct but still share activity areas such as cafeteria and gymnasium.

Also presented in the school plant section: (1) a report on complete natural lighting for a basic elementary program; (2) thoughts on using an inner court in school design; and (3) an account of how one school built a new plant on the old school site during the school year without disrupting classes.

In addition, an important primer on equalization rates and other articles offered contain concrete, profitable information for all connected with the school plant.

1. Small School Atmosphere With Big School Resources

White Plains High School in White Plains, N. Y., offers big school resources while providing small school relationships. Carroll F. Johnson is school superintendent; Perkins & Will, the architects.

The White Plains High School, White Plains, N. Y., was planned to offer big school resources while retaining small school relationships between the staff and the students, and among the students themselves.

To achieve this, a central unit (C) and five interconnected satellite buildings were designed. The north unit (A) and the south unit (B) are the basic classroom areas. Others are the auditorium building (D), the gymnasium building (E), and the swimming pool building (F).

The Program

Each floor of the north and south buildings comprises a school division totaling around 500 students—assigned on a completely random basis upon entering school, and including proportionate numbers from each course of study and class year. In many basic activities each of the four divisions will be a school in itself. But in other areas of instruction—advanced science, for instance, students from all divisions will come together in the central building for classes and laboratory work with top-level facilities.

The student body of each division will be made up of ten teacher-counselor groups. Each such group will consist of 45–55 students headed by a teacher-counselor. Each teacher-counselor will devote a definite part

of his time to guidance duties, and will be in personal contact with each student in his group during the entire three-year period the student attends senior high school. Ten teacher-counselors and 16 to 18 other teachers make up the staff of each division, under a director who will handle most supervision problems within it.

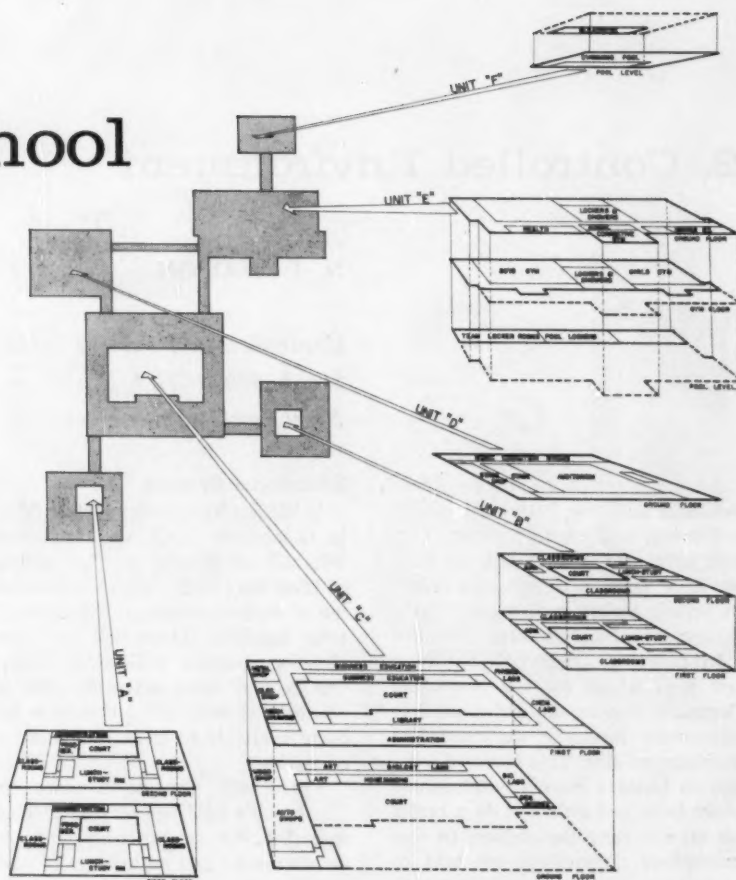
In this new school teachers will be able to give more attention to individual students than ever before. Entering the school in one of the four divisions, boys and girls will not be "lost in the mass." The basic classrooms for each division are grouped in close proximity to the division's own cafeteria-general purpose room—there are four—which will be headquarters for divisional activities, assemblies, and organizations. Each new incoming group of sophomores will be associated here with some juniors and seniors who already "know the ropes."

In planning White Plains, primary emphasis has been kept on the needs of classroom work to bring out the full potential of all students. The breadth and diversity of the new school plan reflects the broad and highly diverse aims and needs and abilities of the students to be educated. These needs, it was felt, can no longer be met by a mass form of organization or a single-track teaching routine.

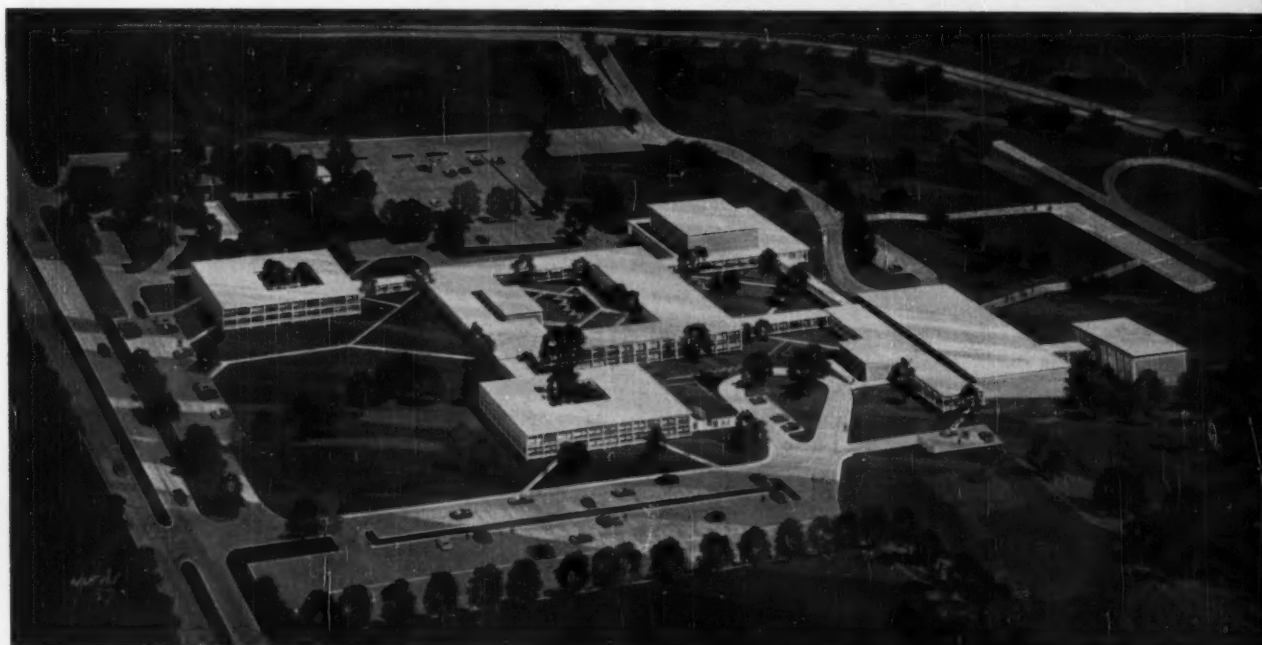
Modern High School



Lawrence B. Perkins is a partner in the architectural firm of Perkins & Will, Chicago, Ill., and White Plains, N. Y.



Layout (above) and exterior perspective (below) of the White Plains High School in White Plains, N. Y.



2. Controlled Environment

N. E. WATSON

Controlled environment is the basic concept in the design of Glenbrook South High School in Northfield Township, Ill. Nicol & Nicol, architects-engineers, of Chicago, designed the high school.

As we attempt to design school buildings for the better education, well-being, and comfort of our boys and girls in the twentieth century, we have developed one idea which we believe makes good sense. This is the controlled environment school.

In planning Glenbrook South, a new high school for the Northfield Township district, we endeavored to incorporate facets of the controlled environment idea. This involved a design to foster a learning atmosphere where boys and girls can do a better job of educating themselves. In this atmosphere distractions are held to a minimum. Since we learn by means of three senses — seeing, hearing, and feeling — controlled environment classrooms will provide working spaces for each.

Design Elements

What are some of the design elements of the controlled environment school?

1. The first is the almost windowless classroom. We felt that we must avoid the very large amount of glass in most modern schools. Such an extensive use makes light and heat difficult to control.

2. The second is air conditioning. The overwhelming trend today in buildings where people live, work, play, etc., is to air conditioning — except in schools and colleges. At the minimum, provision is made for heating and cooling. Increasingly, the air in which people live and breathe is being conditioned for health as well as for comfort, but not very often in schools.

3. The third element is a compact design approach to the building. This eliminates much of the perimeter wall which is the most expensive to build.

Educational Elements

While we have a compact building in Glenbrook South, the classrooms will still be flexible so that several of them may be united to make more use of such educational techniques as team teaching. There will be provision for complete utilization of electronics and other scientific aids as educational vehicles of this type become available to us in our plan for education.

There will also be a place, in Glenbrook's facilities for the teacher specialist. We are probably going to develop more and more ways of saving the teacher's time because the master teacher is a very rare commodity, and better use must be made of his or her services. In order to do this, we must have many large classes which will be used as a part of team teaching. To this will be added more and more workers of the teacher aide or clerical type. Provision must be made for facilities in which these people can work.

There will be study-research rooms in Glenbrook's instructional materials center. The instructional materials center is an expansion of the old library idea, wherein the library has become now only a central part of the over-all instructional materials center. To the library we must add the services needed for audio-visual materials and the storing and planning of various types of mechanical devices which teachers use for a better job of teaching. There will be work rooms, faculty library, instructional rooms for the use of the center, etc.

"Auxiliary" Elements

In addition, the controlled environment school, as exemplified by Glen-

brook South, offers a number of supplementary features.

In our research we found that maintenance costs are reduced as much as 50 per cent in the controlled environment school with practically no dust coming into the classrooms. A great deal of work is also eliminated with few windows to wash. These are big items in the maintenance of today's buildings.

Another item we should not overlook in the planning of this type of building is its advantage as a fall-out center.

Although no one can predict with any precision exactly what lies in the future for the school year, it is our belief that as education moves rapidly forward in the next decade, the 12-month school of some type or other is definitely in our path. Whether this will be a tremendously augmented use of the summer session or an outright trimester or four-quarter plan is up to the community to decide. We do believe that we shall be remiss in our planning if we do not at this time plan for a 12-month school.

In Summary

We believe we have planned a school for the future for our community. It offers a better type of environment for learning. It is an integrated building in which we make use of very carefully controlled artificial light and very carefully controlled ventilation. This brings about an entirely comfortable room in which the amount of foot candles on the desk surface of each child is ideal. The temperature in each area will also be ideal. There is a minimum of distractions. The learning process is efficient. ■

Architectural floor plan of the second floor of the FBI Laboratory building. The plan shows various rooms including the 'SUPPLEMENTARY AL ROOMS', 'TOILET LOCKER ROOM', 'POSS LOCKER ROOM', 'RESEARCH CENTER', 'LANDSCAPED COURT', 'PARKING AREA', and 'SECOND FLOOR PLAN'. It also includes a 'LANDSCAPED POOL' and a 'LANDSCAPED COURT'.

An aerial photograph of the Ford Motor Company plant in Dearborn, Michigan. The image shows several large, rectangular industrial buildings with flat roofs, arranged in a complex layout. There are extensive parking lots with many cars parked, and some trees are scattered around the buildings. The background shows a dark, hilly landscape under a cloudy sky. The image has a grainy, high-contrast appearance, typical of older black and white photography.

3. Shared Activity Areas: Two Schools in One

Smithtown Central High School in Smithtown, N. Y., is a one-story, unique combination housing both junior and senior high school facilities. Edward Juckett is superintendent of schools.

J. STANLEY SHARP



Mr. Sharp is a partner in the firm of Ketchum and Sharp, architects, New York City, N. Y.

Many communities with a rapidly increasing school population may find it worthwhile to review the experience of the Smithtown, N. Y., board of education in solving its high school wants.

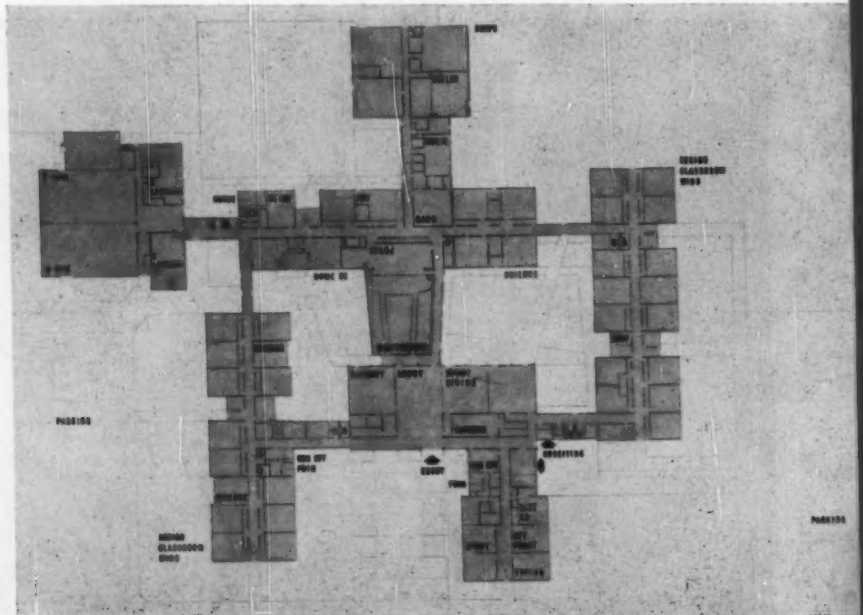
When Smithtown needed both a junior and senior high recently, a plan was devised for a single school which houses both. While such a design might have thrown too wide a diversity of age levels together, that possibility was taken into account and avoided.

The school for all practical purposes is two. In the one-story structure, senior high classrooms are located in a wing at the extreme right and junior high to the left. Administration offices are also separate. Thus the two divisions operate as separate units with a minimum of inter-

ference from each other.

In practical use the plan has resulted in definite economies, for junior and senior high share such major activity areas as the auditorium, library, gymnasium and locker rooms, cafeteria-study hall, and the commons-lobby. All of these areas except the gymnasium are centrally located. The gymnasium is placed at the far left side, easily accessible to the play fields and near the parking field, for public access when community affairs are held there. The shops are well to the rear, so that noise from them does not interfere with academic work.

In addition to the major activity areas, the two art, two home economics, and two music rooms are used by both school levels. On the other hand, equipment needs in certain subjects



vary even though the course title may be the same. For this reason junior and senior high students have their separate shops and science rooms.

Advantages of One Story

The one-floor type of construction at Smithtown Central High School was decided on not only because it allowed better separation of the junior and the senior high but also because in this case it was a more economical way of building. Elimination of heavy, costly, second floor slabs permitted lighter construction throughout. Space-consuming stairs and stairwells were eliminated and a 10 to 15 per cent more efficient use of the total school area was attained.

From the human viewpoint this type of construction has advantages. Access to the exterior is quicker in emergencies. Student traffic flow can be more easily controlled, and there is no danger of falls on stairs. Noisy activities such as those in band, gymnasium, and shop can be isolated, as they have been here, and future expansion is easier.

Careful Proportioning

The impact of this school's architecture results from the honest expression of its simple, straightforward construction. The steel structural frame at the central en-

(Concluded on page 50)



Work area



Science room



Locker cubicles

Exterior view of the Smithtown Central High School



The Walker Elementary School, West Allis, Wis. For a basic primary program, a compact design which affords maximum natural lighting. Architects were Schutte, Phillips, Mochon, Milwaukee, Wis.

The Compact Elementary School

E. G. KELLOGG

Mr. Kellogg is superintendent of schools in West Allis, Wis.

The compact approach to school design of the new Walker Elementary School in West Allis, Wis., facilitates a maximum amount of controlled natural light through glass block toplights in the roof and exterior curtain walls of two-inch thick, diffused glass lights. The lighting provided by these materials, along with that "borrowed" from corridors through clerestory windows above storage units in the classrooms, greatly reduces the amount of artificial light needed for normal instructional efforts. It is also estimated that drapes will never be needed in any classroom.

The school, which will house 550 K-6 pupils, has 14 classrooms and two kindergartens designed to provide a basic elementary program. In addition, there are rooms for specific curricular purposes — a music room with adjoining practice areas; a well-lighted and well-equipped art room; a library which faces an inner courtyard; and a speech and remedial

reading room which can be divided into two separate areas with a folding curtain. This area, next to the teachers' workroom, is also used as an arithmetic center.

Serving the Community

Besides the gymnasium and the multi-purpose room with its stage and kitchen facilities, the school has a field house. This room serves as the hub for the extensive after-school, community, and summer programs of the school. With a door which opens to the playground, the field house has an adjoining office and a lavatory to serve as effectively as possible as a "gathering place" for related school (scouting, etc.) and community activities.

The administrative suite of rooms includes a general office, principal's office, health room, a bookstore — also used as a science supply room.

The Educational Atmosphere

Walker was designed to create an

environment which would provide the best possible atmosphere conducive to contemporary school educational methods:

1. Each classroom contains built-in storage cabinets, sink, sink cabinet, and continuous shelving under the windows.

2. The school's specially designed exterior curtain wall of precast concrete panels and diffusing and glare resistant glass, provide a maximum amount of controlled natural light.

3. The heating system is a centralized one where air is introduced into the classroom through a continuous grill which makes for what we believe is an ideal distribution of air to all parts of the room. It picks up all of the cold air falling from the glass during the winter months.

4. In the design was incorporated planning for future installation of television cables so that TV equipment can be installed in any part of the building. ■

Kindergarten



Library





Exterior views of the Walker Elementary School; above is the architect's perspective and below is a close-up of the light-diffusing glass walls.

Facilities

classrooms, 14
kindergartens, 2
offices, 4
art room
library
music room
scout room
teachers' room
field house
gymnasium (seating 600)
auditorium-cafeteria (seating 310)

Construction

Exterior Design: masonry, glass,
aluminum

Walls: curtain wall of precast concrete
panels and diffusing and glare
resistant glass.

Exterior: aluminum thinlite curtain wall

Interior Walls: concrete block

Construction: structural steel frame

Roof: steel deck, built-up composition

Windows: thinlite

Doors: wood

Ceilings: metal pan acoustical tile

Corridor and Stair Finish: vinyl

asbestos

Corridor and Stair Treads: rubber

Type of Floor Covering: vinyl asbestos

Finish of Toilet Rooms: glazed tile

Millwork: formica counter tops

Electrical: incandescent lighting

Heating: forced air, central heating

Plumbing: wall hung water closets

Costs

bid cost, \$839,834

square feet, 59,415

cost/sq. ft., \$14.13

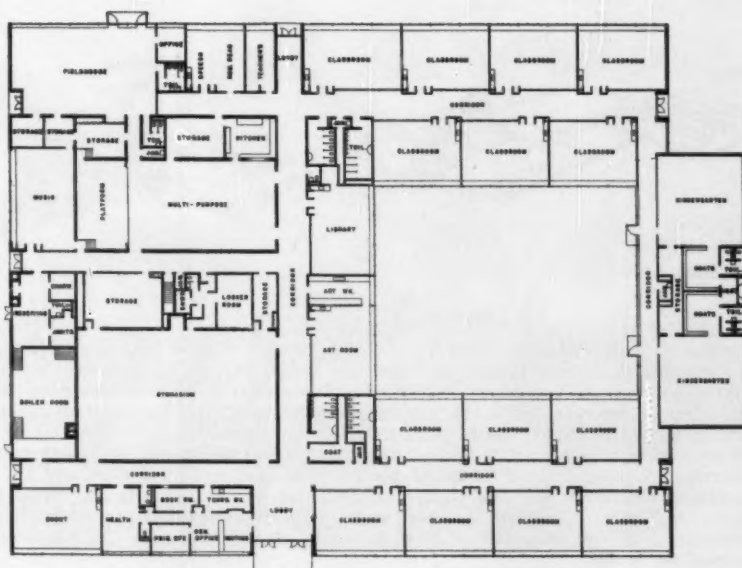
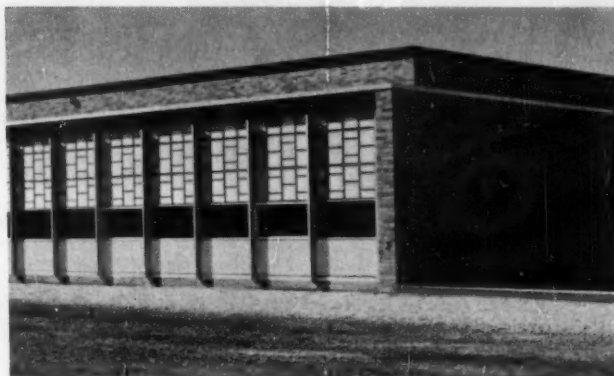
Products

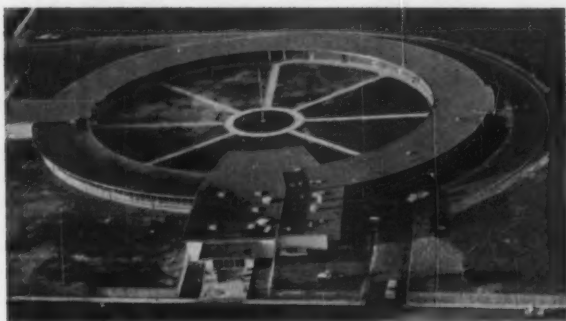
Heating: controls, Powers; boilers,
Cleaver Brooks; air filters, American
Air Filter; temperature control,
Powers.

Electrical: fixtures, Hub; program clocks,
Stromberg-Carlson; panel boards
and electrical control, Square D.

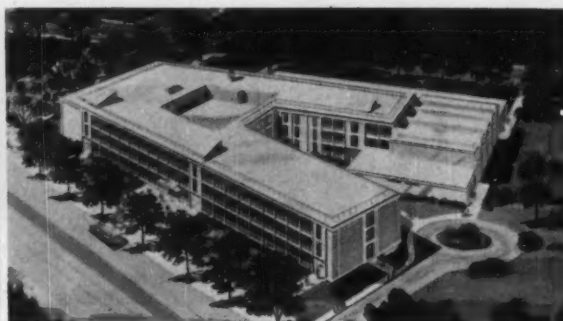
Sanitary: toilets and urinals, Kohler;
bowls, Bradley; drinking fountains,
Haws; flush valves, Sloan; shower
mixing valves, Powers.

Basic Construction: paint, Pratt &
Lambert; windows, Owens-Illinois.

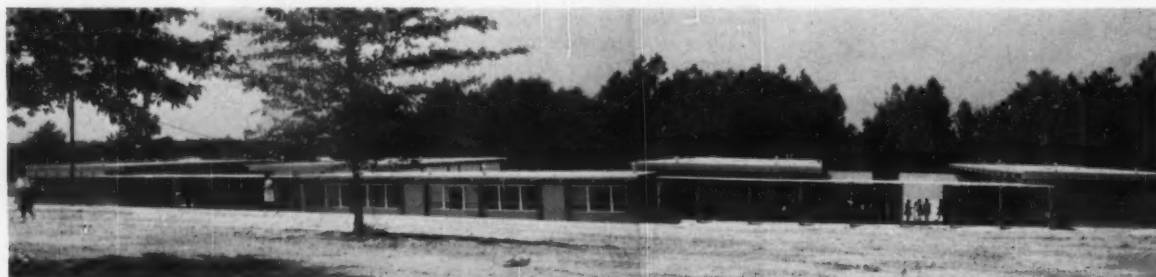




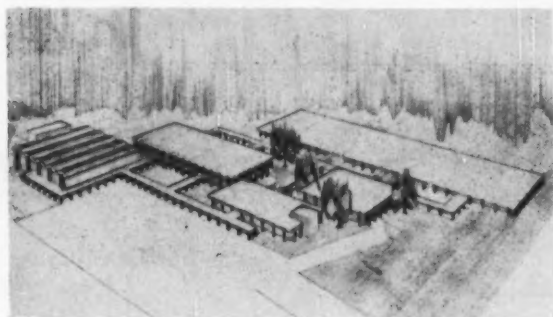
As far as it is known, the Gib Castleberry Elementary School building of Newport, Ark., is the only completely circular school plan designed along modern, contemporary architectural lines. The building contains twenty-four classrooms plus lobby, library, office spaces, teachers' lounge, first-aid room, multi-purpose room, kitchen, rest rooms, and storage space. McAninch & Mahnker of Little Rock were the school's architects.



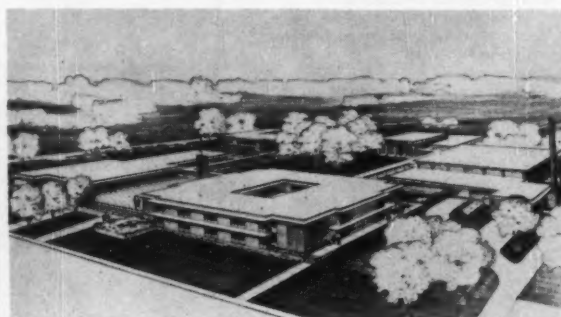
Scheduled for completion in September, 1962, is this 3-story junior high school for Staten Island, N. Y. The building will feature high density precast concrete and brick construction with the design providing 27 classrooms, 16 special rooms, nine shop classrooms, 502-seat auditorium, 560-pupil cafeteria, library and gymnasium. Frederic P. Wiedersum Associates of New York designed the \$3,300,000 building.



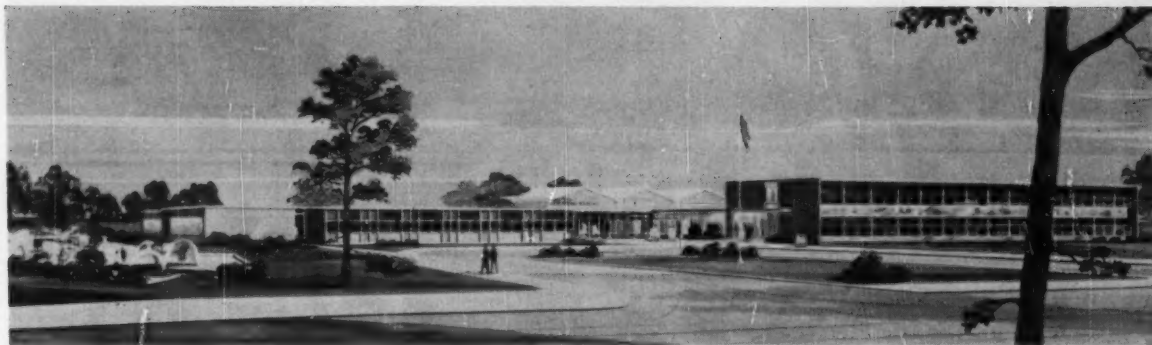
The 10-classroom Hermitage rural school in Hermitage, Ark., is arranged in a series of interior courts with large class areas toward the courts. The remaining perimeter of the classroom area is glazed with Plexiglas in order to decrease breakage. Built at a cost of \$6.68/sq. ft. excluding architect's fees and furniture, the school was designed by Smith & Cowling of Little Rock, Ark.



The Bunche Village School (\$12.18/sq. ft.) in Jefferson Parish, La., the fastest growing county in the nation today, houses 1100 elementary and secondary students. The two groups attend class in separate wings but use some central facilities such as the cafeteria. The entire plant with the exception of the gymnasium is of precast concrete construction with ground lightweight flooring, sprayed acoustical plaster, steel windows, mechanical ventilation, movable storage furniture, ceramic tile toilets, and precast concrete covered walkways connecting each wing. A. George Ducorbier, Jr., and Associates, architects, designed the school.



Since noisy air traffic over the only available site would necessitate the undesirable measure of closing all windows in a normal school plant, air conditioning has been included in the plans for the Ashley Park Senior High School in Charlotte, N. C. Given final approval by the board recently, the plans call for two-story classroom buildings, a minimum of windows and glass, and five decentralized dining rooms which will double as classrooms for space economy. M. McDowell Brackett designed the school which will be built in two stages, each with facilities for 800 students.



One of two schools designed by Frederic P. Wiedersum Associates for Baldwin, L. I., is a \$2,750,000 junior high school. Completion of the school is scheduled for February, 1963. Approximately 80 per cent of the construction cost will be financed by state-provided emergency building funds. The school provides central plant facilities for 1000 pupils. Initial construction of classroom space will provide for 750 pupils with allowance for additional classrooms to be built as needed.

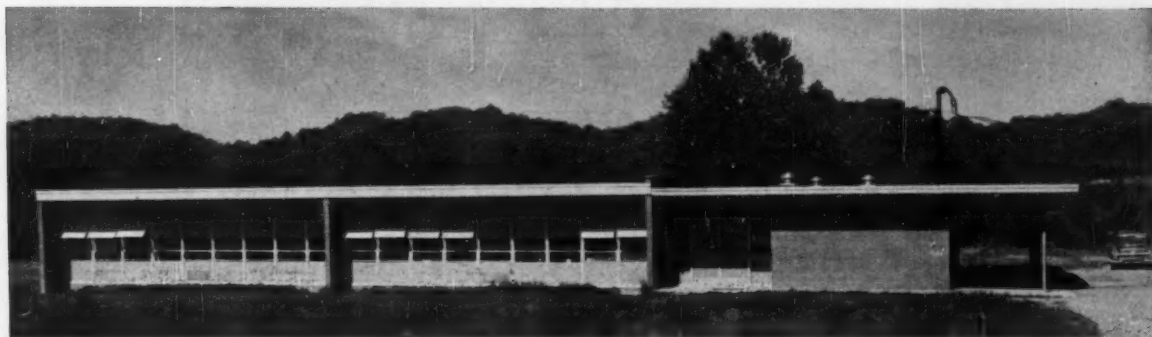
Notable New Schoolhouses

school building
scrapbook



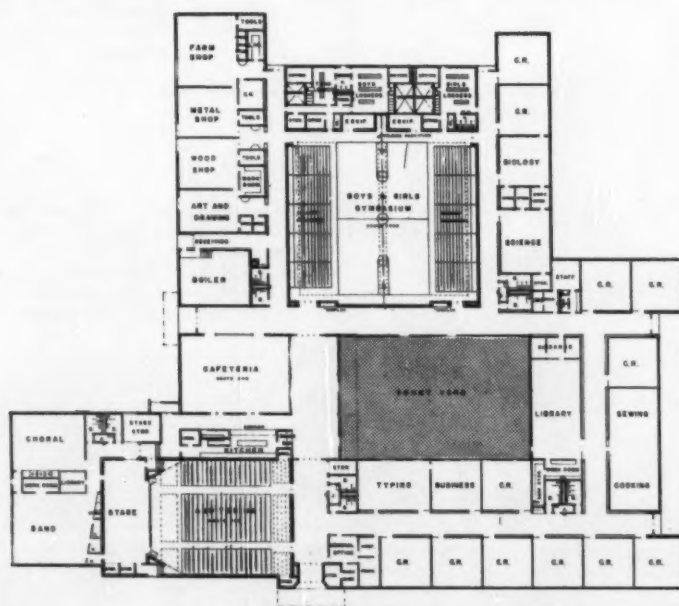
One of the 51 projects of a school construction program now nearing completion in Oakland, Calif., is the Charles P. Howard Elementary School. The school is named for the general chairman of the citizens' committee that sponsored the \$40,000,000 program.

The Greenbottom Elementary School of Cabell County, W. Va., (below) is all electric from its heating and ventilating system to the time clock that automatically controls its thermostat. Cooking, water heating and other requirements are done electrically. Electrical work represented 7.5 per cent of total cost. Albert F. Tucker of Huntington was the architect.





Thoughts on the School Courtyard



A photograph of the courtyard (at top of page) of the Mason, Mich., High School and a drawing of the floor plan of the school, showing its use of the courtyard.

The courtyard or inner court illustrates a functional design for admitting light to interior rooms or for separating school zones.

One of the more common school design elements is the courtyard (or inner court). A functional device for admitting light to interior rooms or for separating zones of a school, it can, with imagination on the part of the architect, become a center of interest.

Purposes

Educationally, the courtyard can serve as an extension of certain phases of the school program. In the elementary school, it can serve as an outdoor classroom (when the weather permits) for physical science lectures and demonstrations; often art instruction is greatly enriched through clever use of the courtyard.

In high schools the biology department can use this area for special experiments. In addition to the educational roles, the courtyard can serve as a seasonal "quiet study" place or as an outside social center and conference "room."

Examples

Notable examples of the use of the courtyard area are contained in

two school buildings designed by Manson, Jackson, Wilson, and Kane, architects of Lansing, Mich. These are the Mason, Mich., High School and the addition to the Willow Street School in Lansing, Mich.

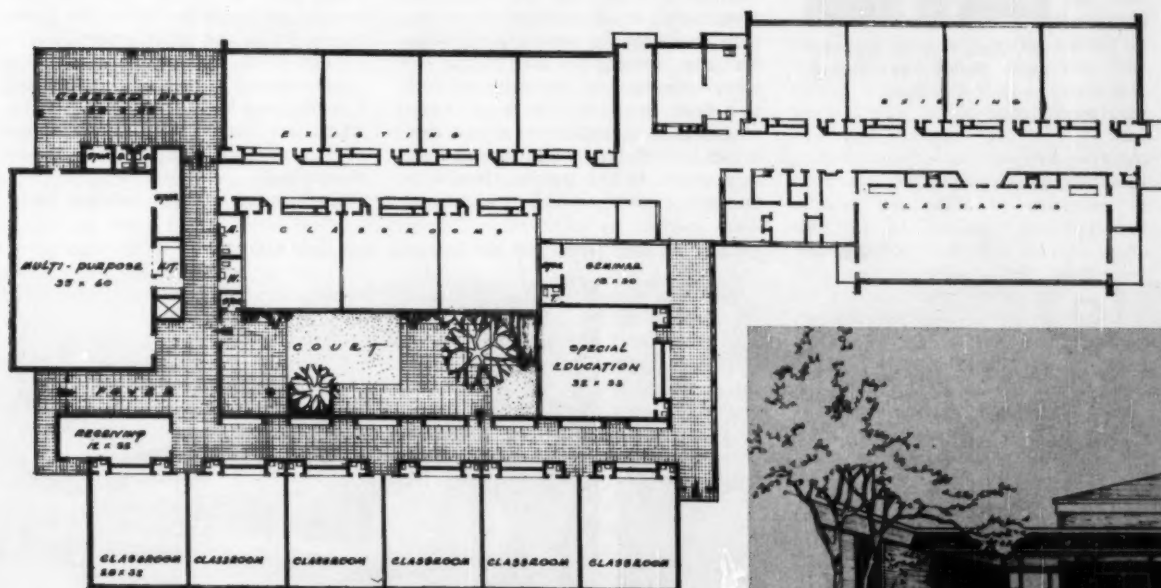
In the first, the courtyard separates the library and the "cafeteria overflow" area — indicating its intended study and social functions. In the elementary school addition, it serves as a buffer zone between existing classroom wings and the addition's activity areas — especially the multi-purpose for the school's lunch and physical education programs.

Possibilities

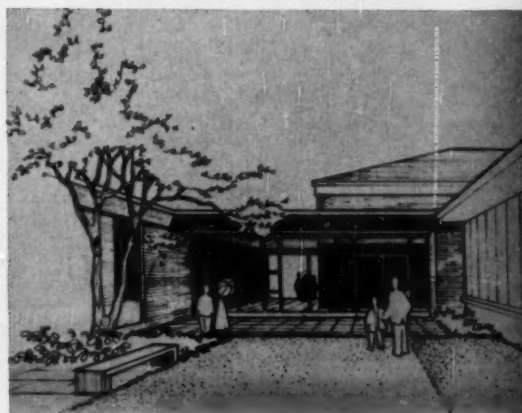
In planning stages, the courtyard can be designed as an extension of some area of the school curriculum. It can also be landscaped to become a special study and social purpose. While most schools' designs do make use of one variation or another of this element, it is up to school officials to plan how the device can enrich the educational and recreational scope of the school. ■



Mr. William J. Kane is a school specialist and a partner in the firm of Manson, Jackson, Wilson, & Kane, architects of Lansing.



Floor plan of the addition to the Willow Street School in Lansing (upper), and (right) the architect's drawing of the school's inner court.



Business as Usual—During Expansion

A report on successful measures utilized to continue operating a school program while expanding facilities — at the same site.

EDWARD L. BALLUFF



Mr. Balluff is an architect with Balluff & Balluff, Chicago.

Some school administrators have said they would rather face almost any other type of inconvenience than attempt to carry out a major building program when the school must continue operating until a change-over is effected. Understandably, such a prospect usually makes everyone concerned look glum.

Teachers feel they are going to be harried by the distractions of construction noise and activity. Architect, contractors and workmen wonder how much interference there will be from the children. Because of the proximity of youngsters who find construction particularly appealing and are bound to be curious, they could sometimes wander where they should not be. This could slow down work, put workmens' tempers on edge and add to building costs under uncontrolled conditions.

Out in Harvey, Ill., School District No. 152 where Lee M. Morris is superintendent, school officials have just been through the situation of planning and building new, modern, and more extensive facilities with the old facilities in full use until the new portions were completed. And this has been done without any hardship. The experience has proved that building under these circumstances can be accomplished without any appreciable interruption to school classes and certainly, without slow down to construction work. There were some complications, of course, that had to be met, but by anticipating what they would be and meeting them with carefully planned solutions ahead of

time, we were able to build a completely new school only ten feet away from the existing structure while classes remained in session, and shift students from the old building into the new without the loss of a single day of school to the students. Also, the work was completed without one unpleasant incident arising out of the construction and without adding an extra dollar in building cost because of the restrictions, except possibly for a wire mesh, six-foot high fence placed around the actual construction area.

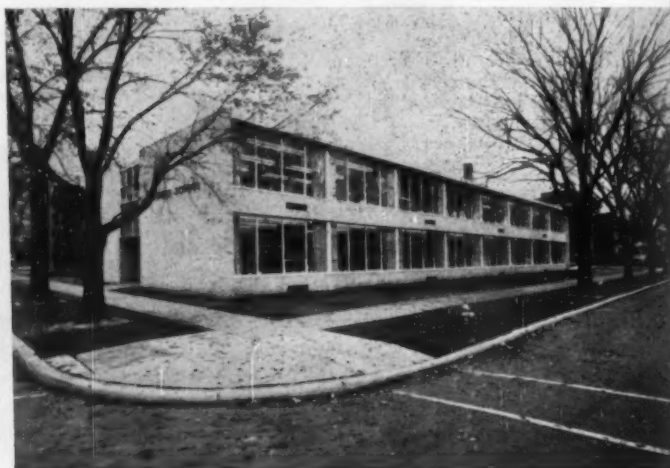
This was the situation brought to a successful conclusion last year at the Lowell-Longfellow Elementary School. A task operation that certainly can be equaled by any school district willing to take the precautions and plan procedures which we incorporated into the building development plan.

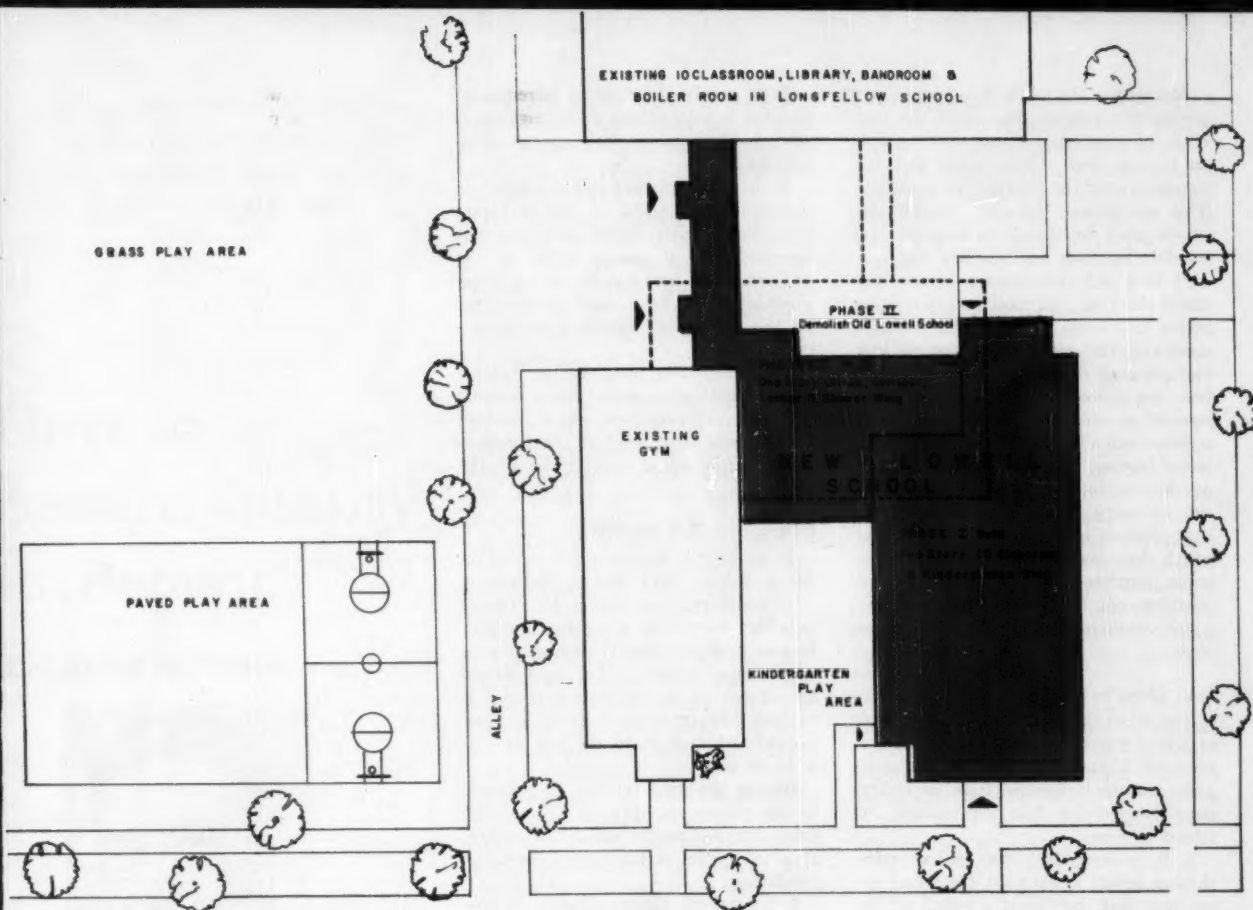
What about noise? There wasn't any to speak of. What about vandalism? Far less than usual. What about accidents? There were none. What about disruption to class work? That was taken care of, too.

We were working on a small school site (2.79 acres). There were three existing buildings on the grounds: the gymnasium (built in 1930); the Longfellow School for upper grades (1921) consisting of 10 classrooms, library, bandroom and boiler room; and the old Lowell School building (1895 and 1914), which was standing partly in the way of our new building and had to be demolished.

Erection of the new building called

The old (left) and the new (right) of the Lowell-Longfellow School.





for three phases of construction: (1) Construct classroom wing of the new building while the old building remained in use for classes. (2) Demolish the old building. (3) Construct office, locker and shower facilities and connecting corridor before classes resumed in September.

As to timing, the new Lowell building with 12 classrooms was constructed during the 1958-59 school year. Demolition of the old building took place during the summer when school was not in session. This was the noisy part of the entire operation with bulldozers, wrecking cranes, etc., in operation. On this site then a one story office, a locker and eight shower rooms were built. This was also done during a school year together with completing the corridors between the new building, the existing gymnasium and the existing Longfellow School.

Today the entire school plant, consisting of three buildings, provides for 600 students—kindergarten through grade eight. The new Lowell building enrolls kindergarten through grade five and is designed to accommodate two class sections for a desirable total maximum enrollment of 360 students. Lowell also houses an administrative and service wing, shower and locker rooms and connecting corridors to the Longfellow unit

(upper grades) and the auditorium gymnasium. The new building is connected to these buildings by enclosed corridors, thus creating a very workable campus-type unit. The lower grades are separated from the upper grades, yet the gymnasium, service areas and offices are located to serve both classroom units.

Working around the existing buildings on a small site with children attending classes called for special attention to safety measures. One of the first precautions we took was to erect a six-foot high wire mesh fence around the construction site, as already mentioned, so that control could be maintained while not obstructing the viewing of the various stages of development. This tended to satisfy natural curiosity. In addition, while school was in session, arrangements were made for several guided tours of the construction project. Teachers and construction workers found this had an especially salutary effect. For once having been through the job and having seen what was going on, students tended to take the new building as a matter of course from then on.

We found that there was less than the usual expected amount of vandalism on the job, thanks to the fence, the guided tours, and an attitude on the part of teachers and workmen to be

informative rather than admonishing wherever the new building was concerned. As long as the children could get all the information they wanted on the authorized tours, there was little incentive for frolics of their own which, we feel sure, would have caused mischief and damage.

As an added safety measure, workmen were told to guard against leaving conditions that might be attractive or tempting to children. Realizing that small children were close by, both workmen and supervisory help were most cooperative. As previously stated, there was not one single accident.

Although we were building a mere ten feet away from the existing school while classes were in session, we never found construction noise a serious problem. In the first place, most school construction today is of the welded type, avoiding any riveting, which was true in our case. It was not necessary to drive in heavy piling. Workmen themselves realized the situation and were glad to co-operate on unnecessary shouting, etc. Once the wall was up and windows closed, the sound of construction was minimal all winter to such an extent that teachers didn't find it necessary to change rooms, shift study subjects, pull down blinds, or take other such measures.

Numerous terse and unconsidered statements and articles about the high costs of education cause many people to assume that schools want and will purchase only the cheapest of materials. This assumption ignores consideration of the need for schools to have the best possible teaching and learning tools.

It is a sad commentary on our national thinking that most people quoting prices to schools will list their cheapest products. The result is a more difficult and pressing quality maintenance problem for schools than occurs in commercial or consumer buying.

Most school officials feel that negotiated buying, properly conducted without favoritism, would be best. However, the necessity to protect public funds has created a process of bid-buying which does not always lead to the best value purchases. A better method of selection, one that would assure quality, would result in better values and better work.

Four Steps in Buying

Too often the foremost criterion used in school purchasing is the lowest price received. There is not sufficient thought given to the following four necessary steps toward the best expenditure of school monies:

1. It is important that school purchasing agents *know* what they want—not just that they want a pencil or an eraser, a stick of chalk or a sheet of paper. They should know and state what kind, what quality (without technical instructions on how it is to be made), designating a standard by name, number, or general specification.

2. Then agents should be certain they *ask* for what they want. They cannot ask for just any article and expect to get a price on a good quality, value-giving, product.

3. They must be certain to *buy* only the quality products which they request. The receipt of any price submission for a higher or a lower quality item than was specified is not only unfair to those who know what the school wants, but an acceptance of either could be illegal as not being an equal.

There is the crux of the problem.

The answer could be found by entirely ignoring prices until after determining exactly which items match the stated standard of specifications; then buy only the quality requested, at the lowest price, ignoring all other qualities and prices.

4. Finally, be sure you *get* what you buy. That means selecting responsible vendors. Check reliability in the field on which each vendor is quoting. Is there a real knowledge of your needs? Is there ability in personnel, facilities, finances, and sources of supply to properly serve you?

Who can be the "lowest responsible" bidder? Is your school protected against underbidding as well as against overbidding?

If it is unfair and uneconomical to everybody concerned to pay a higher price for a higher quality item than was specified, isn't it equally unfair to buy an item at a lower price and a lower quality? Most laws seem to be clear on the "or equal" qualification in any price request.

However, laws designed to protect public funds often create many internal and external pressures which produce costly methods or result in the purchase of materials which won't quite do the job.

Intangibles Are Important

It is difficult to list a job definition for a desired item that is sufficiently discriminatory. One cannot list the intangibles wanted in a specific material. It can only be named and numbered after proper selection. The item should be selected not on the basis of what it is to look like or what it is to be, but instead, what it is to do and how it is to do it.

Buying the right quality of material, in the proper quantity, at the correct time, from the most value-giving source, at a fair price, is the right process of purchasing.

A boomerang always appears in any purchasing program which primarily stresses lowest unit cost. That stress undermines the real appreciation or understanding of the important approach to value buying.

The element of price is only one to be evaluated among the several judgments concerned with buying. It is very easy to confuse purchase dollar savings with economical purchase administration and operation. Economy will not be achieved if the merchandise, though the lowest price, is not the best value or does not satisfactorily do the work.

Teacher's Time Most Costly

Is there sufficient recognition of the fact that teachers' time cost is the major portion of total school expenditure? Things cost less than people. The value buy is that which best helps the teacher and the student in the teaching and learning process.

One thing seemingly overlooked by school buyers has been a study or a considered thought of the relationship between teacher's teaching time costs and the additional aids given by quality tools of education vs. those purchased on a low price basis.

From childhood we have heard of being "penny wise and pound foolish." Sometimes this appears when a school system, to save a little money, buys something lower in quality than is ac-

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tually needed and wanted. As an example, how often have chairs been replaced after five or six years use because the lowest priced item was purchased?

Quality is most often the economical buy because it is the purchase of value. While seasonal summer buying, as done by schools, adds nothing to value, it does detract from it because manufacturers and distributors alike are then in a high cost overtime period.

The expenditures of a very large portion of any school budget are fixed. While all teaching and learning tool purchases total only a small portion of any budget, their use, quality and quantity must be maintained if proper value is to be received from the fixed expenditures and salaries. To do otherwise can be likened to a car with a leaking crankcase. It must be fixed or replaced or the car will gradually come to a grinding stop.

The author presents a few suggestions on the correct method of purchasing value buys in school equipment.

How to Assure Quality in School Buying

There are four essentials of education—the school plant; the teaching staff, the supervisory and maintenance staffs; the teaching tools; and the learning tools. Education requires all four functioning on a completely co-operative basis.

Which Tools to Buy

Teaching tools and learning tools must be on a common level of use with all classes of instructional supplies, materials, and textbooks so that a school's most expensive purchase, teachers' teaching time, is used most effectively for better learning.

The problem is not only what schools shall teach, but what tools and services they should use. They should buy those of the quality and form which are most value-producing.

No head of a household would remove salt from the family diet just to

save a little money. Similarly, no school administrator may remove basic educational supply tools to save money. He knows that the process of teaching and learning will suffer.

The cost of teaching and learning supplies in a school is as little as one or two cents per day per pupil. If inadequate or inferior quality materials waste 10 or 12 minutes per day of a teacher's time, that cost loss would have paid for all of the supplies used in that room that day.

There seems to be little real evaluation of teacher's time in comparison with and in relation to the type and quality of general school and art supplies furnished and how they may increase or decrease the individual teacher's efficiency. However, it appears that there is a direct relationship between providing adequate tools for the teacher and retaining top-rate, high calibre teaching personnel.

A publication sponsored by the National School Boards Association states in part, "Both teacher and pupils need good tools to do good work. Poor working tools reduce the chances for a quality educational program."

Consider that an overworked teacher means a less effective one. Just as teaching-team programs help the inspired and specialized teachers to expand their abilities, so will good educational tools. The use of adequate and better aids to both pupils and teachers will have the same result as the presently discussed aim of reducing teachers "clerical" duties.

Resistance to New Items

It has been noted frequently that there is stronger resistance to new teaching devices in the educational field than in industry and other fields. How often is this true because of the difficulty in purchasing, because of the time consuming requirements of trying to get something like the item wanted, but at a lower price?

One often wonders at the care, the time, and the costs involved in design, selection, and purchase of football or band uniforms or the layout of an athletic field. Yet the tools of academic teaching and learning are often chosen very perfunctorily on the basis of low prices. And does it seem consistent with good education that when economy is needed, educational tool purchases are cut more than others?

Prior to World War II most of the schools of the Nation probably used a 20 pound white writing paper. That is the quality most administrators, teachers and pupils would like to use. However, probably 90 per cent of the schools of the nation now use 16 pound paper. Why?

During World War II, under govern-

ment regulations, paper mills produced only 16 pound stocks of school quality paper. Though 20 pound paper has been available again over a decade, schools have not purchased this better value paper because of the pressure to hold down costs. Is price being purchased instead of value?

Supply Costs 1% of Budget

All general and art supply costs amount to probably less than one per cent of the school budget. Is that small percentage recognized in line with what it buys and what those things do? These supplies are teaching and learning tools.

Here the methods and the costs inherent in the entire bidding process must be carefully analyzed. Purchasing publications report that governmental purchasing costs about 2½ times that of business. Are schools spending too much to buy, and in the process, putting too much emphasis on low purchase price?

Today there are more items used in school than were known several decades ago. As a result many of the school buying methods seem to have created a mass of minutiae which are pushing buying costs far beyond the point of diminishing returns.

Search for Best Values

The school buyer and the trained school seller both have a mutual interest to make the school dollar go as far as it can, as efficiently as possible. It should be the ultimate aim of the former as well as the latter to purchase those things giving the best values.

The school supply distributor is an "educator" in the educational tools field. He has a serious and recognized social responsibility to supply the best teaching tools and learning tools on that value basis. He considers a supply item as a teacher's aid or a pupil learning tool, not as just something to be bought and sold.

Any consideration of purchase should be of quality vs. price. Better, go a step further to quality vs. price and price vs. value.

How often have school buyers said, "It isn't what we asked for, but it's 'good enough.'" It may be "good enough" for some, but if that is all one can say about a product, it is not "good enough" for your child or the other school children of America.

Only proper values can justify the purchase of anything for the process of teaching or learning. The purchase of less than good value, seldom obtainable when low price is the important factor, is selling our school children short and putting unnecessary burdens on our teachers. ■

maintenance

Many maintenance problems could be eliminated during the planning stage of school construction by acknowledging the human factor — from students to school bus drivers — in maintenance economy.

The Human Factor in Building Maintenance

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School boards planning a new building usually think of maintenance economy in terms of materials and equipment.

Too often ignored, however, is the human factor. With a variety of low-maintenance materials and equipment available, the decision on what to use varies from school to school, but in the long run the architect's ability to hold down upkeep costs depends to a large degree in his playing along with human nature.

The human factor includes not only the students but also the administrative staff, maintenance personnel, and even drivers of school buses and private automobiles. A good school design takes into account the ease with which these groups can operate and the satisfaction and pride they will have in the building.

In aiming for very low maintenance, school authorities sometimes fall into the trap of designing spaces so lacking in human appeal that they actually bring out what might be called negative impulses.

On the other hand, a pleasant school feature which might seem to require a great deal of maintenance often needs very little. Everyone reacts favorably to it and helps take care of it as a prized possession.

Appreciated Features

Children appreciate, for instance, a well-lighted corridor finished in a good color and broken up with occasional points of interest, such as display cases and vistas into such special areas as the commons room or the library. A big, long corridor, on the contrary, is too institutional and impersonal and therefore affects student attitudes to the building adversely.

Breaking the apparent length of corridors by side lighting and conference areas has a good psychological effect and also permits the use of less hard-surfaced material, without increasing maintenance cost.

The human element enters the picture strongly in the sizing of circulation areas. Careful attention has to be paid to potential traffic loads for in too narrow a space students are bound to crowd and undue wear on walls and corridor doors inevitably results.

Keeping down wear on corridor floors also requires playing along with human nature. Entrances and vestibules designed so that long, wide mats can be put down assure cleaner school floors and less concentrated wear. Students rub off onto the mats most of the water, or mud from their shoes before they reach finished flooring materials.

In planning a school for low upkeep, the architects must also keep the maintenance personnel very much in mind. It may not know how to take care of an unfamiliar material or piece of equipment, for instance. In such cases the architect has the responsibility of passing along suitable instructions — or damage may be done by wrong cleaning or maintenance methods — or complicated ones will be used where inexpensive ones would give the same results.

Another human factor influencing maintenance costs is the service that can be expected in the area for electronic and mechanical equipment. If good service is not easy to obtain on certain items, upkeep costs are bound to be higher.

Exterior Maintenance Also

Automobile and bus drivers also affect school maintenance costs. When the roads on school grounds are narrow, or the turning radii are inadequate, vehicles are likely to be driven onto paved walks and planted areas. Planning well for these users of school property reduces maintenance needs for grounds because the architect has taken into account another human factor. ■



Put Life in Your Dedication Programs

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As the educational pendulum swings vigorously toward new school buildings and additions to crowded structures, the dedication booklet elbows its way into the spotlight.

What an opportunity the dedication of a building or an addition affords the school board and the administrators! Besides the dedication ceremony there is the impetus for publishing a booklet that will not only go home but can also become a treasured souvenir.

A dedication booklet with real "verve" will not be discarded immediately, as are too many laboriously-prepared "sent-home-from-school" messages, leaflets, circulars, and miniature newspapers.

Although taxpayers would be far better informed about their schools if they could be persuaded "to wade through" drab professional education phrases, they will turn to more exciting looking pages pouring into their homes. Competition for reading attention is keen. Schools must vie with professional productions.

Skillful use of color, modern layouts, up-to-the-minute make-up, action photographs, and readable copy will earn the dedication booklet a place on many coffee tables.

Distribution of booklets at dedication ceremonies is only the first of many steps. Copies with a friendly "Have one!" placard can be ambassadors of good will in barber shops, drugstores, beauty salons, doctors' and dentists' offices, and supermarkets.

During the week of dedication, copies should appear at both men's and women's civic club gatherings as well as at churches. Newspapers are valuable media for lists of scheduled events, each of which can be a distribution point.

Every adult in the community pays taxes. Parents whose children have the good fortune of attending the new building are not the only ones who deserve a report on their tax investment. An excellent dedication booklet can crystallize not only neighborhood but community pride in the new structure.

Careful Planning Necessary

The success of the booklet will depend upon careful planning. Long before the building has been completed, a budget should be established for the dedication booklet. Aware of the importance of the publication, school boards and administrators should welcome the opportunity of setting aside enough money to make the booklet worth many, many times its weight

in the best kind of public relations.

Rather than pay a high-priced out-of-town speaker for the dedication ceremony, which will be attended by only several hundred, it may be profitable to have school board members, administrators, patrons, faculty members, and pupils participate and utilize saving to publish a book that can reach thousands.

Although there are many methods of approach to preparing such a booklet, the first item on the agenda is the appointment of a co-ordinator. If there is an editor of school publications, supervisor of public relations, or a director of publicity, of course, that person is a natural. If there is no individual with such a title, then a high school journalism instructor or annual sponsor should be named. Perhaps there will be a teacher in the new building with some "know-how" in the publications field.

An art supervisor or art teacher may be an excellent co-ordinator. In some instances the principal or assistant principal may be the best choice. It is highly important to have a chairman who will see that deadlines are met and that engravers and printers get pictures and copy on time.

A representative of the school board, the superintendent, curriculum director, art supervisor, and journalism specialists should be consultants, but the actual planning of the booklet should be done by the chairman, principal, and representatives of the patrons, the faculty, and the pupils. If the people most vitally concerned with the new building or addition participate in the planning, they will feel the booklet belongs to them. If the building is a junior or senior high school, pupils should be included. After all, it is their school.

Before a word of copy is prepared, a theme should be selected and an outline prepared. Every word and picture should be planned with the theme in mind.

Many school print shops are equipped to handle such a job if the printer is given ample time. If the school printer does not do the work, he certainly should be a consultant. He can give valuable tips about paper, colors, type faces, cuts, number of pages, covers, etc.

As soon as the engraver and printer have been chosen, they should be utilized as professional helpers. Most school people are amateurs in booklet making and should ask for and take professional advice.

If there is a school photographer, he will, of course, take the pictures. If not, then the photographer who does work for the schools may be persuaded to take the pictures at cost or less for the courtesy

of credit lines to which he is entitled.

Whether the photographer is a teacher or professional, he should have definite instructions concerning *who* will be in each picture, *what* is to be shown, *when* the picture will be taken, *where* the shot will be taken, and *why* this specific illustration is being taken.

Mark the Dummy

A simple way to do this is to mark the dummy, or plan, of each page with this information. He should be reminded that every picture will carry out the theme. He should, of course, see from the dummy the exact size of each page, so his pictures will be taken with final reductions in mind.

Never, never should there be line-ups of school board members, administrators, parents, teachers, or pupils just for the sake of getting their pictures in. Each picture must be an action shot to tell a story.

Use as many pictures as the budget will allow but use only a few in each picture. School board members and administrators should be in action pictures, such as inspecting building features, accommodations, or facilities or watching pupils at work.

All of the pictures should be pupil-centered, but not pupil-facing-the-camera shots. Have the pupils at work or at play in significant spots in the new building.

If the dedication is for an addition, it is desirable to include a shot of the old portion of the building to make all those not housed in the new area feel they belong, too.

Representatives of parents' groups should be included; if possible, they might be making use of facilities in the all-purpose room or gymnasium. Often such groups may donate a coffee urn or other kitchen equipment, which will make an ideal background.

Pictures should never be taken until after the building has been occupied to give the rooms a lived-in look.

The school doctor and nurse examining a child, an office secretary, and a janitor should be included. Pupils and parents are interested in every aspect of the school, but every picture should relate to the general theme of the booklet.

Copy should be prepared carefully. Every word should be weighed several times. Unless a word is absolutely essential, forget it. Cut lines under the pictures should be brief. Eliminate every "a," "an," and "the" possible.

The size of the booklet, which should be determined on the basis of the budget, will govern how much copy can be written. ■

A Primer on Equalization Rates

For those who find equalization rates difficult to understand, here is an explanation of how the rates work to carry out the principle of equalization of educational opportunity and support.

Different tax rates in different communities or municipalities of a centralized or consolidated school district have led to much misunderstanding. This article describes one apparent paradoxical effect of a change in the equalization rates for a centralized school district. First is a brief statement giving reasons for the need of equalization rates.

The principle of equalization of educational opportunity and support has been recognized in the United States at least since 1874.¹

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In New York, equalization of educational opportunity and equalization of educational support has been interpreted to mean that (1) schools should be established which would furnish children in every locality with equal educational opportunities up to some prescribed minimum; (2) necessary funds must be raised by local or state taxation adjusted in such manner as to bear upon the people in all localities at the same rate in relation to their taxpaying ability; (3) provisions should be made for the control of schools by a state department of education.²

This minimum educational program has been defined usually in terms of money.³ In New York, this has been expressed as a minimum expenditure per pupil in average daily attendance.

The State of New York has shared the cost of this program with local school districts. At this writing, the State of New York demands that local school districts pay \$6 per \$1,000 of true valuation of property in the local school district as the school district's share in the cost of the minimum educational program.

Local communities and their assessment officials have not valued property consistently. Thus, a house may be

assessed at \$1,000 for tax purposes in community A and a duplicate of this house may be assessed at \$3,000 in community B. This lack of uniformity in assessments at the local level means that some communities must pay an unfair proportion of the cost of education because the state demands a flat payment of \$6 per \$1,000 of true valuation.

In consequence of this, the state has established an Equalization Board. This board values a sample of properties in the local community. The board also determines what local assessors are valuing this same property. The latter divided by the former is the fractional part of true value that local assessors are valuing property for tax purposes. If this is converted to a decimal, by definition it is the equalization rate for that particular community. (Usually expressed without the decimal.)

In order to demonstrate one possible effect of this in practice, let us assume that the tax to be raised by a local school district is \$840. Further, let us assume the school district is made up of three communities with assessed valuations and equalization rates as shown in Table I.

Thus, the State Equalization Board, by assigning an equalization rate of 20 to community A, has found that assessors in that community are valuing or assessing property at 20 per cent of its true valuation. If this is the case, the true value may be found by multiplying the assessed valuation by 5 in this case. The general solution to the problem of finding the true valuation is to divide the assessed valuation by the equalization rate which is expressed as a decimal.

The true valuations of communities B and C are found in the same manner.

The total true valuation for the school district is \$35,000 or the sum of A, B, and C. Community A's part of this is \$5,000 or $\frac{1}{7}$, community B's part is 10,000/35,000 or $\frac{2}{7}$; community C's part is 20,000/35,000 or $\frac{4}{7}$.

¹Arthur W. Schmidt, *The Development of a State's Minimum Educational Program* (New York City, Bureau of Publications, Teachers College, Columbia University, 1932), p. 1.

²*Ibid.*

³Schmidt, *op. cit.*, p. 3.

Community A will pay $\frac{1}{4}$ of the \$840 to be raised by the school district or \$210; community B will pay $\frac{2}{4}$ or \$420; community C will pay $\frac{1}{4}$ or \$210.

In other words, each community of a school district pays the fractional part of the total cost of running the school district that its true valuation is of the total true valuation of the school district.

In order to get the tax rate on assessed valuation, the amount of money to be raised by community A (\$210) is divided by the number of \$1,000 assessed valuation units. (In this case: 1) So the tax rate for community A on assessed valuation is \$210. Similarly for B and C. (B has four \$1,000 assessed valuation units and C has six.) This gives the tax rate per thousand dollars assessed valuation.

The tax rate on true valuation is obtained by dividing the amount to be raised by the number of \$1,000 true valuation units. In the case of community A, this would be \$210 divided by 5, or \$42; B is \$420 divided by 10, or \$42; C is \$420 divided by 20, or \$21. Thus, the tax rate on true valuation is the same for each community making up the school district.

Now to observe one possible effect of a change in equalization rates, let us hold assessed valuation and the tax to be raised constant, as a researcher would say, and observe the results. We will let the equalization rates change as in

Table II. Thus, in mathematical language, the independent variable is the equalization rates and the dependent variable is the tax rate.

As in the former illustration, we obtain true valuation by dividing the assessed valuation for each community by the equalization rate. Thus community A's true valuation is 1000 divided by .10 giving 10,000. (Similarly for B and C.)

Community A's part of the school district's total true valuation is 10,000/56,000 or $\frac{1}{5.6}$; B's is 16,000/56,000 or $\frac{2}{7}$; community C's is 30,000/56,000 or $\frac{15}{28}$.

Therefore, community A will pay $\frac{1}{5.6}$ of the cost of running the school district or $\frac{1}{5.6}$ of \$840 or \$150; community B will pay $\frac{2}{7}$ or \$240; community C will pay $\frac{15}{28}$ of \$840 or \$450.

The tax rate on assessed valuation in community A will be \$150 (150 divided by one \$1,000 unit of assessed valuation); community B's rate will be \$60 (\$240 divided by four); C's will be \$75 (\$450 divided by six.)

The tax rate on true valuation will be \$15 in each case. (A's is \$150 divided by 10; B's is \$240 divided by 16; C's is \$450 divided by 30.)

Table III summarizes the effect of the change in equalization rates. In all cases, the tax rate on true valuation was lower. However, in the case of community A, the tax rate on assessed valuation went up (\$30). Community

B's tax rate on assessed valuation remained unchanged, and community C's tax rate on assessed valuation was lower (\$5).

Thus in the same governmental unit (the school district), we have the situation of lower, higher and, unchanged tax rates in a given year as the result of a change in equalization rates.

It is the hope of this writer that the article will help administrators and school board members in their task of explaining why tax rates are different in the several communities making up a school district.

It should be added, that the possible effects of a change in equalization rates are nearly infinite. The writer has deliberately designed a situation to show all possible effects in a given school district, i.e., tax rate up, down, unchanged.

It should also be noted that when the equalization rates are lowered this automatically means an increase in the true valuation of the school district. This means that the school district's wealth is increased and unless all the school districts of the state have their equalization rates decreased in exact proportion, the given school district's wealth will be increased in relation to the other school districts of the state. This, in turn, means less state aid, in relation to the other school districts of the state, than before the rates were changed. ■

TABLE I

| Community | Assessed Value | Equal. Rate | True Value | Tax Raised | Tax Rate on Assess. Value | Tax Rate on True Value |
|-----------|----------------|-------------|------------|------------|---------------------------|------------------------|
| A | \$1,000 | 20 | \$ 5,000 | \$120 | \$120 | \$24 |
| B | 4,000 | 40 | 10,000 | 240 | 60 | 24 |
| C | 6,000 | 30 | 20,000 | 480 | 80 | 24 |

TABLE II

| Community | Assessed Value | Equal. Rate | True Value | Tax Raised | Tax Rate on Assess. Value | Tax Rate on True Value |
|-----------|----------------|-------------|------------|------------|---------------------------|------------------------|
| A | \$1,000 | 10 | \$10,000 | \$150 | \$150 | \$15 |
| B | 4,000 | 25 | 16,000 | 240 | 60 | 15 |
| C | 6,000 | 20 | 30,000 | 450 | 75 | 15 |

TABLE III

| Community | Tax Rate on Assessed Value Before Change | Tax Rate on Assessed Value After Change | Tax Rate on True Value Before Change | Tax Rate on True Value After Change |
|-----------|--|---|--------------------------------------|-------------------------------------|
| A | \$120 | \$150 | \$24 | \$15 |
| B | 60 | 60 | 24 | 15 |
| C | 80 | 75 | 24 | 15 |

Recommendations of Kennedy's Task Force Committee on Education

On January 7, 1961 President-elect John F. Kennedy received from his Task Force Committee on Education a statement urging three major legislative proposals and four administrative actions for his consideration as president.

The statement of the Committee is as follows:

LEGISLATIVE PROPOSALS

I. Federal Support for the Public School System.

The national interest demands a first-rate system of schools and that every child have full opportunity to benefit from that system. Present standards and facilities must be improved. Millions of children, particularly in certain rural areas and in the great cities, are deprived of an opportunity to develop talents that are needed both for society and for their own lives. The Task Force Committee concludes that first priority should be given to a vigorous program to lift the schools to a new level of excellence.

State and local governments alone cannot provide the funds needed. Federal support is required. The Task Force Committee recommends that action be taken in three closely related areas: a general program of support for all public schools to reach the new level; a special program for states in economic distress in providing for schools, and a special program for city schools.

Building Funds Requested

1. The Task Force Committee rec-

ommends that the President support legislation to provide \$30 per annum a pupil, based on average daily attendance in public schools. The funds should be sent to the states for transmission to local Boards of Education on the basis of average daily attendance in their public schools. The Boards of Education should be authorized to use the funds for construction, salaries or other purposes related to the improvement of education. The program should require state and local governments to maintain or increase their support of education. The annual cost is estimated at \$1,200,000.

2. The Task Force Committee recommends that the President support legislation designed to provide \$20 per child for states with personal income per student in average daily attendance in public schools that is below 70 per cent of the national average.

The legislation should include provision to assure maintenance of state and local effort, and funds should be available for construction, salaries, or other purposes related to the improvement of education in the public schools, as the state may determine. It is estimated that roughly one quarter of the states might benefit from this legislation (mostly in the South), that approximately 7,000,000 children would be helped toward full educational opportunity, and that the annual cost would be \$140,000,000.

3. The Task Force Committee recommends that the President support

legislation designed to provide an amount equivalent to \$20 per child in average daily attendance in the public schools of the great cities (over 300,000 population) which are facing unique and grave educational problems.

The legislation should authorize the United States Commissioner of Education to make grants to such cities based upon plans proposed by their boards of education or by the boards together with other boards of education within their area, for support of research and experimental programs in the special problems of these urban schools, for the planning and construction of facilities, for the acquisition of land sites, for the improvement of programs of community service by the schools, and for the strengthening of guidance and job placement programs for pupils over 16 years of age.

Eligibility for such grants should be based on a formula which includes density of population, nature of housing, and per cent of students finishing high school. Provisions to assure maintenance of local effort should be included, as well as co-ordination with Federal and local housing agencies. It is estimated that the education of approximately 6,000,000 children can be improved at a cost of \$120,000,000 annually.

II. Federal Support for Colleges and Universities

1. *Grant and Loan program for Academic Facilities.*

Although college and university

enrollments are now at an all-time high, the period of greatest increase in enrollments is immediately ahead. In order to give urgently needed aid to colleges and universities (including junior colleges) to accommodate a million new students in the next five years, Congress should be urged to enact legislation providing for a combined program of loans and grants of at least \$500,000,000 for the first year, of which \$350,000,000 (70 per cent) should be for matching grants and \$150,000,000 (30 per cent) should be for loans on the same basis as the college housing loan program. In succeeding years this program will require increasing sums annually to meet the evolving needs. Grants should be available only for construction which will accommodate increased numbers of students.

2. College Housing Loan Program.

This program has been outstandingly successful in its ten years of operation. It has suffered in uncertainty and needs to be put on a basis which will permit colleges and universities to plan ahead. The Task Force Committee, therefore, recommends that (a) the President ask Congress for an immediate increase in loan authorization of \$150,000,000 to take care of anticipated additional needs for the fiscal year ending 30 June 1961, and (b) the President ask Congress to increase the loan authorization by \$1,400,000,000 over a four-year period, with \$350,000,000 of the new authorization available as of 1 July 1961, and \$350,000,000 on 1 July 1962, 1 July 1963, and 1 July 1964. (Program administered in Housing and Home Financing Agency.)

III. Strengthening National Defense Education Act.

The need for action by the Federal Government to upgrade American education was clearly recognized in the passage by the Congress of the National Defense Education Act. In general the programs under the various titles have been effective and, with some modifications, the authority for them should be extended for five years.

Because of the critical shortage of teachers at all levels, highest priority should be given to enlarging the national fellowship program in order to attract able people into elementary

and secondary, as well as college, teaching. New sources of supply should be tapped, such as college graduates, particularly women with lessened family responsibilities who did not specifically train to be teachers, retired military and other professional personnel. In addition, fellowships should be available to teachers in service so that they might increase their effectiveness.

Greater Loan Funds Needed

The loan funds for college students should be increased and supplemented with a guaranteed loan program from private funds. The forgiveness feature, now applicable only to public school teachers, should be extended to all teachers. Furthermore, the student disclaimer affidavit, which so many institutions find objectionable, should be eliminated.

With the extensive experimentation which has been done throughout the country in the more effective use of newer means of communications in the schools, another phase should now be entered and assistance given through Federal support to the states and regions in constructing educational television networks.

After three years of experience in granting aid to the states to develop better means of identifying students with outstanding aptitudes and encouraging them to complete their high school education, the time has come to review carefully the work that has been done and to look to the planning of programs that provide more thorough preparation for vocational and academic counselors.

Through such actions provision for better education through the schools and colleges can be accelerated with the result of a gain in national strength.

SUMMARY OF RECOMMENDATIONS FOR PRESIDENTIAL ADMINISTRATIVE ACTION

The Task Force Committee recommends immediate action by the President with respect to four important matters listed below in order of priority. The committee believes the taking of these actions will demonstrate in a positive way that the President not only gives top priority to the development of the nation's educational system, but also stands ready to give his full backing to the establishment of helpful administra-

tive policies and regulations in all Federal agencies charged with the spending of Federal funds flowing to the colleges and universities in support of education, research and public service.

I. The Task Force Committee recommends that the President take immediate action to establish a President's Advisory Committee on Education.

Such a move will demonstrate that the President believes that education is one of the truly fundamental and important requirements for the preservation and development of the American society and will place the field of education on a level with that now enjoyed by Presidential advisory groups in both science and economics.

Agencies Urged to Act

II. The Task Force Committee recommends that the President specifically request all Federal agencies, including the Federal Council for Science and Technology, the National Science Foundation, the Atomic Energy Commission, the Department of Defense, and the Department of Health, Education and Welfare, to take all possible steps within existing statutory and legislative authorization to support and implement the recommendations of the President's Science Advisory Committee issued under date of Nov. 15, 1960 in a report entitled "Scientific Progress, the Universities and the Federal Government."

III. The Task Force Committee recommends that the President take action — presumably through the Secretary of the Treasury — to request the Internal Revenue Service to rescind Ruling 60-370, dated 2 Dec. 1960.

The rescission of this ruling will demonstrate that the new Administration is anxious to do all in its power to stimulate private giving in support of our educational institutions.

IV. The Task Force Committee recommends that the President request the Director of the Bureau of the Budget to proceed with immediate revision of Bureau of the Budget Circular A-21, issued 10 Sept. 1958, the intent of which is "to provide to educational institutions recognition of their full allocated costs of research under generally accepted cost accounting principles." ■

the editorial stand

URBAN RENEWAL — AN OPPORTUNITY

THE urban renewal programs now in progress in more than 500 communities provide an opportunity for better educational service which the board of education should not fail to accept. The most important purpose of all urban renewal is the improved social conditions which will result from the replacement of slums by decent living in attractive surroundings and at reasonable rental rates. Quite as important as decent housing is the improved educational opportunity that new, well-equipped, and attractive school buildings can provide.

Any renewal program that fails to help the board of education to get rid of obsolete plants is not truly achieving its purpose. And any board of education which does not step in actively and tear down the old school buildings, relocate the school sites in a favorable area, buy enough land for play and recreation, and then erect new schoolhouses that are truly neighborhood, educational, social, and recreational centers deserves to be sharply reprimanded by the local community.

The notion that slum clearance is limited to the largest cities deserves to be corrected. Small cities—even communities as small as 5000 population—frequently suffer from blight and socially degraded areas. Some of the finest achievements in renewal, in the creation of new patterns of land use, streets and traffic routing, have been done in the medium-size cities. The federal funds received have stimulated the use of local tax funds and private enterprise, and have renewed community ambition and enterprise. As a rule, the tax base has been broadened so that the school board has readily met the added capital costs and current operating expense.

In any urban renewal project it is essential that the board of education consider the new school facilities an essential element, more important than the streets, sewers, and other physical provisions.

THERE IS PROGRESS

EACH year since the decision of the U. S. Supreme Court declared that the public schools of the United States must be open to all children regardless of color, there have been alarming upheavals in one or two communities in which for political and social reasons the public officials and certain social groups resisted the change. In 1954 and 1955 there were upheavals in Georgia and Mississippi; in 1956 there was Clinton; and in 1957 the Little Rock incidents. In 1960 New Orleans was in the limelight, and there the diminishing battle against the parish board of education has continued into January, 1961.

In the rash of newspaper publicity that accompanies each outbreak, it is easy to forget that during the same years splendid jobs of integrating the schools were done in Kansas City, Baltimore, Louisville, Nashville, and literally hundreds of smaller communities. The changes in the larger cities were made after careful planning and redistricting, shifts in personnel, and remarkably fine programs of public relations that prepared children, parents, and the whole community for the changes.

In the country as a whole, progress is being made in a social reform that spells finer equality of opportunity in our democracy. It is particularly gratifying that in the face of violent opposition the boards of education have been law-abiding, cautious, and determined to prevent any educational, social, or moral harm to pupils and parents.

THE CONDUCT OF PUBLIC OFFICIALS

THE State of Israel has recently made public the report of a committee of the Israel Political Sciences Association appointed to prepare a code of ethics for public officials of the State. The report has been translated and made available to American public officials. It is interesting to note that the entire code has a strong religious background and as might be expected is on a much higher level than some of the codes of ethics issued here in the United States. School men will perhaps be interested in the following brief extract of the section devoted to the discussion of general duties.

a) A public official owes allegiance to the State of Israel and its laws.

b) A public official represents in the eyes of the public the body in which he serves and the public service in general. In order to fulfill his duties and purpose, the public official requires the confidence of the public. It is the duty of the public official to protect the reputation of the public service and to refrain from committing any act likely to cast aspersions on the service and to arouse suspicion, albeit unfounded, with regard to the integrity and rectitude of the public service.

c) It is the duty of a public official to fulfill, honestly and loyally, all tasks incumbent upon him, to observe the provisions of the law and to serve public interest alone.

d) It is the duty of a public official to conduct himself, both within the framework of the service and outside that framework, in a manner befitting his function, his status and the honor of the agency in which he serves.

e) It is the duty of a public official to treat courteously and without favoritism all persons applying to him.

f) It is the duty of a public official to do his utmost, within the framework of his functions, to further the work of the agency, to improve administrative procedures, to increase productivity, and to ensure the observance of the principles and standards that are to govern the conduct of public officials.

g) A public official should conduct himself respectfully and politely towards his colleagues, including his superiors, equals, and subordinates.

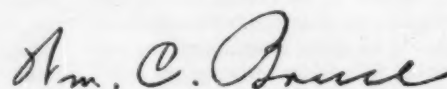
Concerning the use of information which a public official receives in the course of his duties the code requires under

Section 8: Secrecy:

a) A public official is forbidden to communicate to any other person information which is not publicly known and which reached him by reason of his work, except, insofar as this is necessary for the fulfillment of his functions or as he is authorized to do so by his superiors. Such information is a trust entrusted to the public official for the purpose of fulfilling his functions, and for this purpose only.

b) A public official is forbidden to use for personal benefit information which reaches him by reason of his work. To avoid suspicion, public officials will refrain from participating in any private transaction wherein the information which he has is of any significance.

c) The prohibitions detailed in the subsections a and b above apply to public officials after their separation from public service as well. A former public official wishing to publish information that is not of public knowledge and which had reached him by reason of his work, must obtain written permission to do so from the management of the body in which he had served.



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NTMA Flash, July 17, 1959.

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SELECTING AN ADMINISTRATOR

(Continued from page 19)

5. Experience (Similarity of City): (a) Administrative experience in a similar school district (for example, rural, small town, industrial, suburban, mixed national or racial groups, etc., as defined by the board); (b) Lived or worked in a similar district; (c) Little or no experience in a similar type of district.

6. Professional Goals (Record of Advancement): (a) Broad experience with each new position repre-

senting an advancement; (b) Job record reasonably satisfactory, but somewhat limited in scope; (c) Some inconsistencies in job record and advancement (not a regular series of advancements or adequate explanations lacking).

7. Personal Interests: (a) Broad interests, indicated by extensive participation in professional, social, recreational and civic activities; (b) Some interests in most or all of these as indicated by limited participation; (c) Interests confined to one area of activity with little or no participa-

tion in others, or little evidence of developed interests in professional, social, recreational, and civic activities.

8. Confidential Statements (General Tones): (a) All statements, written by a variety of persons, are very commendable and contain references to specific example of superior achievements and qualities; (b) All statements are reasonably good, but seem to be made up mostly of generalities about achievements and qualities; (c) Some statements give evidence that the writers were not very enthusiastic in praise (recent statements especially).

9. Physical Appearance (Photograph and Statements): (a) Photograph shows acceptable appearance, height and weight seem reasonable; the applicant has no serious physical defects — and health is reported excellent; (b) Most of the factors mentioned are satisfactory with any deviations being of relatively minor degree; (c) Some factor in physical appearance is quite unsatisfactory.

Interview the Applicants

After analyzing the credentials and completing the rating chart, the board should be in a position to identify those applicants who are to be interviewed. Data for rating applicants on their interview performance will be revealed in their answers to questions posed by members of the board during the interview.

Prior to conducting the interviews, the board should discuss the qualities it wishes to find in the superintendent to be selected in order to determine the questions to be asked in the interviews as well as the answers which it will consider as the best responses. Sample questions appear on the pages immediately following the Rating Chart for Personal Interviews.

If the board does not secure information that will enable it to make a judgment with respect to a given quality, leave the space blank. As in the rating chart for analyzing credentials a three-point scale may be used for rating each of twelve suggested qualities: (1) Superior; (2) Average; (3) Less satisfactory. Write the number in the appropriate blank on the rating chart. Again no attempt should be made to average all of the ratings for a given applicant with a view to comparing average ratings for all applicants. Since some qualities are probably more significant than others, an average rating would nullify the differences.

Final selection of the "best" applicants on the basis of the personal interviews should be made by studying the composite

(Concluded on page 48)

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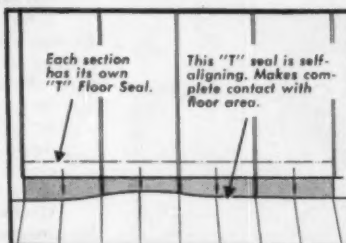
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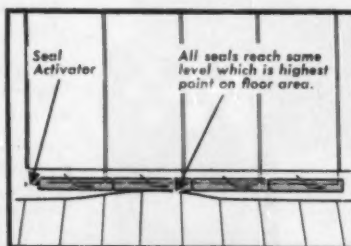
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SELECTING AN ADMINISTRATOR

(Concluded from page 46)

of the ratings of all qualities. Remember that the purpose of the Rating Chart for Personal Interviews which follows is only to aid in the further screening of applicants to determine those who will receive additional consideration.

Sample questions and judgments used in the Rating Sheet for Personal Interviews.

1. What do you believe should be the relationships between you and the board of education in administering the schools?
 2. In your present position, what responsibilities have you delegated to subordinates?
 3. How do you select teachers and other employees for recommendation to the board of education for employment?
 4. What have you done to improve the work of teachers, custodians, bus drivers, and other employees?
 5. What improvements have been made in the educational programs in schools under your supervision?
 6. What plans have you used to help you and the board decide whether or not the schools under your supervision are doing a good job?
 7. What factors in your present position have kept you from accomplishing what you believe should have been done?
 8. How have you worked with parents, adult non-parents, Chamber of Commerce, organized labor, or other lay individuals or groups?
 9. What have you done to keep the people fully informed about their schools?
 10. What responsibilities have you accepted in the community?
- Judgments:**
11. How does the general appearance of the applicant affect you?
 12. How well does the applicant express himself?

Visit the Applicants

In advance of the visits the board should discuss places they are to visit, what the visiting members are to observe, and the kinds of persons with whom they wish to talk. Personal observations and interviews conducted by members of the board of education while visiting in the communities where the applicants work will provide the necessary data for rating purposes.

It is suggested that each applicant be rated on each of the following qualities: Relations with persons in visitor's line of activity or interest (e.g., police, hardware, farmer, etc.); activities in the community (service clubs, drives, church committees, etc.); success in administration of the schools (based on the interviewee's own ideas and what he has heard); conditions of the physical plant of the school; relations with staff (teachers, janitors, clerks, bus drivers, etc.); relations with students; scope of educational services (kindergarten, special education, music, art, vocational, adult, etc.); success of schools in meeting needs of students and community.

To simplify the rating procedure based on visitations and interviews with community members, the board may choose to develop some kind of chart such as those used in analyzing credentials and in interviewing applicants. Aided by such a selection procedure as this one, the board can have some reassurance that the chosen applicant will be an educational leader of considerable stature.



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AUTOMATED SCHOOLS

(Concluded from page 16)

interpretation and for a humanistic treatment of these data will undoubtedly increase. Many of the time-honored techniques for avoiding premature incrimination, and in some cases for avoiding just blame, will become obsolete. Through this, however, the path may be opened to define what should be privileged communication in the field of education. The need for protection of personal data and individual privacy in educational matters has been developing for some time. Legal recognition is needed.

Finally, the gifted student may present a very special problem. Some of these children can easily complete traditional courses in half of the prescribed time even when faced with the usual age-grade sequence obstacles, and when they have to compete with the group for the teacher's time. Freed from these by the machines, the problem of insuring adequate correlated development in other than the academic aspects of their lives becomes prominent. While we must recognize the obligation of the gifted child to contribute to our culture, a democratic society cannot demand that the gifted student sacrifice his personal life because of his talent. While only a few persons would directly make such a demand, the same result may be achieved by default if the gifted student is allowed to retreat into a world of machine learning. Since social skills have no direct correlation with mental ability, it is often easier for the brilliant child to choose the clear, precise world of concepts than to face the unprogrammed problems of the shadowy world of social living.

Summary

While automation always changes the role of the worker, it usually creates more jobs than it destroys. The new occupations are typically more complex than the old.

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SMITHTOWN HIGH SCHOOL

(Concluded from page 27)

trance core is carefully proportioned and detailed, to create a pleasing design feature. Structural and enclosing walls are so designed that they serve as finished surfaces for the interior of the building, thus eliminating the need to apply interior finish materials. Both the masonry cavity walls and the porcelain enamel curtain walls fit into this category. Even the finished ceilings are actually the exposed metal structural roof deck.

A number of innovations in the 1200-student high school are intended to make it a better and more inviting place in which to teach and to learn, and to create a more human, home-like atmosphere.

One of the first things, for instance, to strike visitors in the building is the method of storing students' coats and books just outside home rooms. Books and small personal belongings are placed in locker cubicles in free-standing units along the corridors. The height of the units is designed so that the top can be used

as a counter for writing. At the same time the units provide a pleasant student gathering place. Smithtown students hang their outer garments on open rows of coat hooks along corridor walls. Coats stay in better condition and dry out more quickly on rainy or snowy days under this system, and only one garment has been lost in the course of a year.

Much thought was given to the design of the corridors themselves, for in our observation circulation spaces in schools are too often long, dreary tunnels. At Smithtown the corridors were broken up with the new storage arrangement described above, widened in certain areas, daylighted in others, changed in color by the use of different shades of floor tile, and varied with the artificial lighting—all with the object of creating variety and change of pace enhancing the environment for students and teachers.

Just off corridors, and separated from them by low storage shelving, are Smithtown's four conference or work areas. These areas are designed for use by small teams, by individuals as study places, and by student committees for meetings.

There are also innovations in the senior high science rooms. For one thing, all four rooms have the same facilities so that they can be used for physics, chemistry, or biology. This flexible arrangement makes it simple to meet program needs. Each room also has a display area which has running water and an electrical outlet and is visible from the corridor. As a result, experiments can be set up and viewed all through the day not just by science students but practically all the students.

The school's method for signaling the end of class periods and for getting in touch with teachers in classrooms consists of a box of lights at the rear of the classrooms. In effect, the ordinary system of program bells which so often—and sometimes violently—interrupts the learning situation has been done away with except in such high noise areas as the gymnasium, shops, and music rooms. For the same reason there is no sound system in the school. Five minutes before the end of the period a red light flashes to alert the teacher. A green light comes on when the period is ended; a white one flashes when an instructor is wanted on the intercom telephone system. ■



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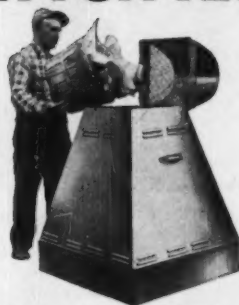
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nized steel (molten aluminum bonded to steel)
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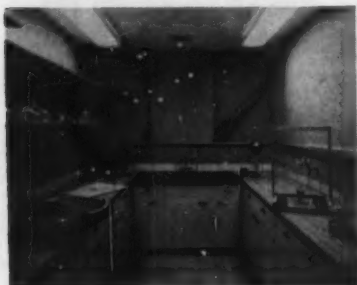
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ENGRAVING MACHINE CORP., 154 W. 14th ST., NEW YORK 11, N. Y.
IN CANADA: 359 St. James Street West, Montreal, P. Q.

NEW PRODUCTS

SCIENCE PROJECTS AREA

A projects area, 8 by 10 ft., is a feature of the physics department of St. Charles (Ill.) high school. Designed and equipped by the St. Charles Mfg. Co., makers of custom cabinetry, the room will serve 12



Serves 12 Students

students, who are working on special research or experimental projects. Each student has a storage compartment and drawer that can be locked. Gas and electric outlets are wall mounted; walls are paneled with pegboard so shelving may be adjusted as needed. The storage units are of heavy gauge steel, with bonderized enamel finish and chrome plated hardware. Positive stops prevent accidental removal of drawers. Alberene stone sinks and worktops are included.

(For Further Details Circle Index Code 020)

WIRELESS LANGUAGE SYSTEM

A wireless language teaching system, the Trans-Sonic Educator, employs modern design without costly installations. Except for one power cord, the mobile system has no cables to interfere with headsets and console. The unit has a dual channel tape recorder, a four-speed record player, and an instructor's control switch panel. The metal cabinet, which stores 36 student headset receivers, is 20 in. wide, 36 in. long, and 35 in. high at the front. A double-hinged cover with lock provides a work shelf when dropped down. Used for active or passive listening, the unit is



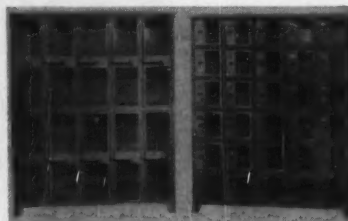
For Electronic Classrooms

available from Robert H. Redfield, Inc., Chicago 5, Ill.

(For Further Details Circle Index Code 021)

TWO STYLES OF GYM LOCKERS

Two new athletic lockers have been added to the All American locker line by the DeBourgh Mfg. Co., Minneapolis, Minn. The Sophomore double tier model, shown on the left, has ten openings, each 12 in. wide by 16 in. deep by 36 in. high. Each opening has garment hooks. On the right, is the Sophomore gym locker with 30 openings, each 12 in. wide by 16 in. deep by 12 in. high. These 14-gauge steel mesh lockers are 60 in. wide, are ventilated on three sides, and can be installed



Adequate Storage Space

in a single row or back to back. A frame base for holding two 30-compartment units back to back comes with casters for easy moving. Baked enamel finishes are offered in seven standard or custom colors.

(For Further Details Circle Index Code 022)

HEATING-COOLING UNIT

A new Skyliner line of roof-top heating and cooling conditioners, is announced by Janitrol Heating and Air Conditioning, a division of Midland-Ross Corp., Columbus 16, Ohio. The new system, installed on the roof, is ideal for one-story buildings because no usable inside space is required



Installed on Roof Top

for a duct system or vent stack. Conditioned air is circulated through a ceiling diffuser located directly beneath the unit. The system is completely enclosed in a weatherproof, insulated aluminized steel cabinet. Send for full information on the long-term lease plan and specifications for the system.

(For Further Details Circle Index Code 023)

GYM DIVIDING WALL

This new forward-fold wall has solved the gymnasium dividing problem in the Trueblood Field House, Earlham College, Richmond, Ind. With the turn of a key the wall is moved by "Omega" electric drive to open a spectator area with 800



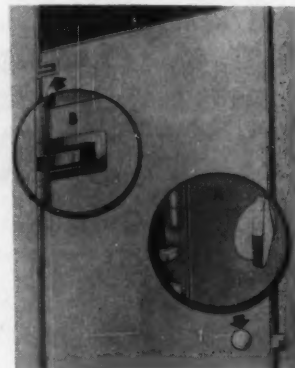
Operated Electrically

"Ez-A-Way" folding gym seats. When the electric operation is reversed, the folding seats are closed and two gymnasiums are provided. Made by the Berlin Chapmen Co., Berlin, Wis., the unit is 80 ft. long by 24 ft. high.

(For Further Details Circle Index Code 024)

LAVATORY PARTITIONS

Complementing the modern trend toward clean, functional lines are the lavatory partitions made by Sanymetal Products, Inc., Cleveland 12, Ohio. These doors



Has Recessed Hardware

and pilasters are completely flush and have no unsightly hardware, thus reducing vandalism and maintenance problems. The door's concealed latch, as seen from the outside, is a flush chrome-plated medallion. The handle, shown in view "A" from the inside, operates with smooth cam action. Integral hinge brackets, as seen in "B," give smooth, free-flowing lines. Also featured is a flush bottom hinge. The weight of the door rides on a sturdy thrust bearing, not on the cam, assuring smooth, positive action for the life of the door.

(For Further Details Circle Index Code 025)

(Continued on page 54)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION

An Overhead Projector
is only as Valuable as

its **TOTAL
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Classroom



The
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Available with your Keystone Overhead Projector — at reasonable cost — are these prepared materials:

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4. **Polaroid Transparencies**, $3\frac{1}{4} \times 4$ in.

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The **KEYSTONE** Overhead Projector and many of the items listed are available for purchase in many states

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A new and easy-to-use guide on the various kinds of school equipment and their operating characteristics. Detailed instructions are provided for supervising installation, and actual operating instructions are given for typical existing school buildings. The book also outlines procedures for the maintenance of mechanical and electrical equipment.

THREE MAIN FEATURES:

- A discussion of the duties of the architect-engineer team which might be selected by the school board for preparing plans and specifications on construction and equipment of a school building
- A Contractor's Administrative Manual
- The activities of the project inspector during construction of schools

1960

424 pages

\$9.50

**INTERNATIONAL
EDUCATION IN PHYSICS:**

Proceedings of the International Conference on
Physics Education

Organized under the auspices of the International Union of Pure and Applied Physics. Edited by **SANBORN C. BROWN, M.I.T.**, and **NORMAN CLARKE, Institute of Physics and The Physical Society**. A collection of the facts, ideas, and opinions exchanged during the Conference, this is the first attempt to look at physics education as a whole. It deals with physics education from high school through the graduate level in the light of education systems in the major countries of the world.

INCLUDES:

Physics as a part of general education; Examinations in physics; Selection of students; Work of the American Physical Science Study Committee; The place of laboratory work; Teacher training; Postgraduate training; Use of TV and films in teaching; Teaching physics to engineers, chemists, and other science students; Teaching mathematics; The impact of organizations of professional physicists. *A Technology Press book, M.I.T.*

1960

208 pages

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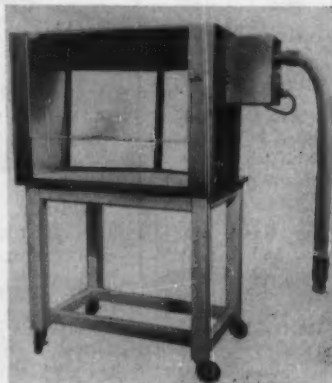
1220 McKinley St., Chicago Heights, Ill.
In Canada
57 Ingram Drive, Toronto, Ontario

NEW PRODUCTS

(Continued from page 52)

PORTABLE FUME HOOD

Flexihood, a portable lecture-demonstration fume hood has been completely redesigned by the Kawaunee Technical Furniture Co., Statesville, N. C. Increased over-all size and interior height allow additional room for experiments; sloping safety glass panels provide better observa-



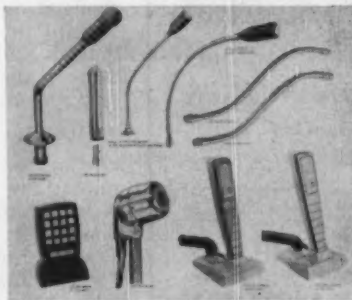
Has Sliding Glass Panel

tion for students. The hood is stainless steel with a baked finish. The understructure comes in hardwood or steel mounted on 4-in. swivel casters. Equipment includes: fluorescent light, power pack and blower enclosure, waste receptors, gas hose connector, and a 42-in. length of two-in. diameter flexible vinyl ductwork. The blower can move 50 lineal ft. per min. of air through the open panel.

(For Further Details Circle Index Code 026)

LANGUAGE LAB MICROPHONES

A new microphone has been designed at modest cost for use in language laboratories. Electro-Voice, Inc., of Buchanan, Mich., offers the model 624LL with high-



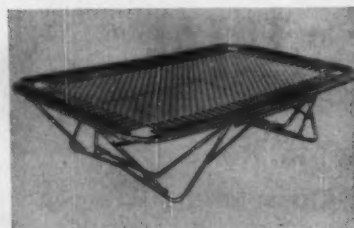
Come in Several Styles

level, wide-range response. The microphone, with concealed cable, may be mounted on a fixed boom or flexible gooseneck, as pictured. Also shown are five rugged microphone models, all of which are adaptable to various language labs and classroom uses, including hand-held, desk-top, and lavalier styles. Send for the free bulletin 287 for complete details.

(For Further Details Circle Index Code 027)

LOW-COST TRAMPOLINE

One outstanding feature of the Nissen Trampoline Company's 1961 line of rebound tumbling equipment is the bright



Chrome-Plated Frame

chrome finish, providing maximum rust resistance, attractiveness, and long life at no extra cost. Schools and colleges can now buy the chrome-plated unit with patented leg design at the same price as painted equipment. For more information write to the manufacturer at Cedar Rapids, Iowa.

(For Further Details Circle Index Code 028)

BUSINESS INSTRUCTION DESK

A new desk, the Coordinator, is offered by the Toledo Metal Furniture Co., Toledo 7, Ohio, for secretarial practice and combination classrooms. Pictured with a No. 9610 adjustable posture chair, this desk is designed to duplicate actual office



Has Two Work Levels

working conditions for business education classes. The desk features an all-steel supporting base with a rigid leg and rail design, and a plastic laminate top in two levels for typing and clerical work. Left or right hand assembly is allowed for maximum flexibility and use of floor area.

(For Further Details Circle Index Code 029)

STEEL FLAGPOLES

A stout flagpole that can withstand the whipping action of hurricane-force winds year after year is offered by the Baartol Co., Inc., a division of the Structural and Ornamental Iron Works, Inc., Kenton, Ohio. The flagpoles come in swaged or tapered types, from 17 to 125 ft. high, in a choice of decorative bases. Strength for tall tapered poles is provided by butting a number of seamless steel tubing sections together and inserting a 4-ft. steel sleeve at each juncture. Swaged poles are made without the inner sleeve.

(For Further Details Circle Index Code 030)

VINYL WALL COVERING

Congoleum-Nairn, Inc., Kearney, N. J., has introduced the new Wall-Ever vinyl wall covering. Its heavy-duty wear layer and exclusive vinyl backing make it ideal for institutions. At present it is sold in 54-in. widths in approximately 60 popular patterns and colors.

(For Further Details Circle Index Code 031)

FOOD STORAGE SHELVING

New low-cost shelving, by the Market Forge Co., Everett 49, Mass., doubles as a work counter and food storage space for cafeterias. The shelving comes with 21 or 27 in. wide base units for work space,



Has Work Counter

with 14 or 21 in. wide overhead storage sections, in lengths of 36, 48, and 56 in. The smooth one-piece, die-formed shelves allow easy cleaning and unlimited vertical arrangements. The stainless steel Marketier units can be assembled in minutes without special tools. Write for information on the most efficient way of storing provisions.

(For Further Details Circle Index Code 032)

AIR CONDITIONING UNITS

A new line of packaged central station air conditioning units is offered by the American Air Filter Co., Inc., Louisville 8, Ky. The units are available in horizontal and vertical models in 14 basic sizes, with 24 arrangements per size. Send for bulletin No. AC-100, a 60-page product bulletin describing the many features of the new Kennard-Nelson line.

(For Further Details Circle Index Code 033)

WARDROBE HANGER SYSTEM

Vogel-Peterson Co., Elmhurst, Ill., has announced a new line of builders hardware for clothes closets and wardrobes. The "Closet-Trak," system centers around an extruded aluminum track which is attached lengthwise or cross ways to the bottom of any shelf. The system permits condensed storage of garments, such as choir robes and band uniforms.

(For Further Details Circle Index Code 034)

(Concluded on page 56)

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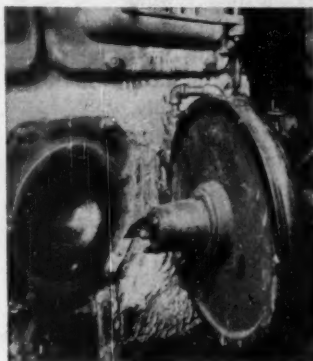


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Then we heard about Thermo-Kleen®. Thermo-Kleen is Acme Chemical's four-way fuel oil conditioner. We found



that it just about puts an end to oil burner failure due to sludge, water, rust or soot. It dissolves sludge so that it can be burned away. It makes a burnable emulsion of water droplets present in the oil. It prevents soot-scale from forming on fireside metal and boiler tubes. It protects tank and boiler metal against rust. Best of all, it lets us go right on using economical #6 oil!

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"ADD + A + TRACK" by V-M

- Dynamic advance in the use of a tape recorder for Modern Teaching!
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Versatile V-M "Add-A-Track" offers unlimited opportunities for powerfully effective teaching methods! Record instructions on one track, rewind the tape and student may record on another track while *listening* to the first track. On playback, *both* recordings are heard *simultaneously*! The student can re-record his voice or instrument, repeatedly, without affecting the first (or master) track in any way. He can even play a duet with himself! V-M/ "tape-o-matic" 4-Track Stereo/Play Tape Recorder with "Add-A-Track" Model 720... **\$225.00 LIST***

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Please send me additional
information without obligation
on V-M Tape Recorders,
and "Audio Learning
Center" proposal.

NAME _____
ADDRESS _____
CITY _____ ZONE _____ STATE _____

NEW PRODUCTS

(Concluded from page 55)

DRIVER TRAINING CAR

High-school driver training students from the St. Paul, Minn., school system are briefed by instructors using this Travellall car, made by the International Harvester Co., Chicago 1, Ill. Equipped with a loud-speaker, the model B-120 Travellall is used to direct groups of trainees while they practice in provided passenger cars. The eight-passenger Travellall can also be used to transport students while driving ma-



For Instructors' Use

neuvors are being demonstrated. It is equipped with automatic transmission, no-spin differential, charge-at-idle generator, and dual heaters. During its first 18 months of operation, the St. Paul driver education program has "graduated" 633 high school students at a net cost of \$17,376, according to Joseph Shields, coordinator of the program.

(For Further Details Circle Index Code 035)

CATALOGS AND BOOKLETS

Send for a copy of recommended product and application specifications for structural insulating roof deck from the **Insulation Board Institute**, 111 W. Washington St., Chicago 2, Ill.

(For Further Details Circle Index Code 036)

Send for a newly revised 92-page catalog describing the complete line of industrial power tools and accessories from the **Rockwell Mfg. Co., Delta Power Tool Division**, Pittsburgh 8, Pa.

(For Further Details Circle Index Code 037)

Write to the **Mississippi Glass Co.**, St. Louis 7, Mo., for its 20-page 1961 catalog describing its complete line of rolled, figured, and wired glass patterns.

(For Further Details Circle Index Code 038)

Helpful suggestions for selecting appropriate types of spacesaving tables are found in brochure AE-129 from the **Hamilton Mfg. Co.**, Two Rivers, Wis. Send for a copy.

(For Further Details Circle Index Code 039)

Write for a free catalog showing the complete lines of resilient floor tile, cove base and feature strip, made by **Azrock Floor Products Division**, Uvalde Rock Asphalt Co., San Antonio 6, Tex.

(For Further Details Circle Index Code 040)

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READER'S SERVICE SECTION

INDEX TO SCHOOL EQUIPMENT

The index and digest of advertisements below will help you obtain free information, catalogs, and product literature from the advertisements and companies listed in the new products section. Merely encircle the code number assigned to each firm in the request form below, clip the form and mail it to THE AMERICAN SCHOOL BOARD JOURNAL. Your request will receive prompt attention.

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February, 1961

THE AMERICAN SCHOOL BOARD JOURNAL 400 North Broadway, Milwaukee 1, Wis.

Please ask the manufacturers, whose code numbers I have encircled, to send me the information, catalogs, or product literature offered in this issue.

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NEW PRODUCTS — CATALOGS AND BOOKLETS

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NEW PRODUCTS — CATALOGS AND BOOKLETS

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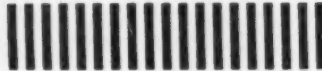
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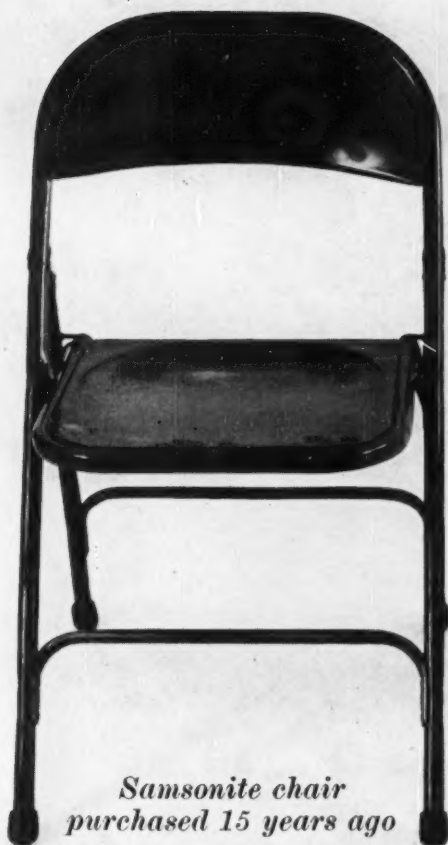
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Samsonite CHAIR BUYER'S GUIDE



*Samsonite chair
purchased 15 years ago*



*Samsonite chair
just off 1961 assembly line*

HOW LONG SHOULD A FOLDING CHAIR LAST?

The best answer we know is the photo above. The folding chair on the left was one of the *first* ever made by Samsonite—purchased in 1946 by American Legion Post 190, Detroit, Michigan.

During these 15 years, this folding chair (along with 299 others purchased from Samsonite) has been repeatedly folded, unfolded, sat on, even stepped on, during countless Post meetings, dinners, entertainments, etc. The chair is *still* used! Still sturdy! Still good looking! Still

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- arched steel cross braces fore and aft
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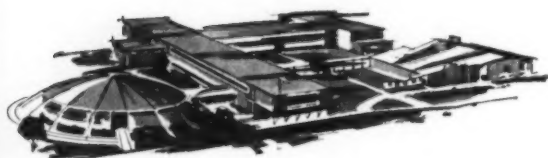
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